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ABSTRACT

Eight articles in this Spring 1985 issue of The Bookmark focus on young adult library services. In addition to these thematic articles, an introduction and three reports are presented. The issue contains: (1) "In Perspective" (E. J. Josey); (2) "Young Adult Literature in the 1980's--Awesome!" (Ellin Chu); (3) "Young Adult Services' Public Relations and Promotion" (Carol Dratch-Kovler); (4) "Microcomputers and Young Adults" (Barbara Newmark-Kruger); (5) "Library Service to Rural Youth" (Joanne Burr); (6) "Books on Personal Development for Teenagers" (Lydia LaFleur); (7) "Strengthening Young Adult Work with the New Young Adult Standards" (Rhonna A. Goodman); (8) "Would Teens Run Riot in the Library? Youth Participation in Public Libraries" (Ristiina Wigg); (9) "Input and Output: The Functioning of a Youth Advisory Council" (Suzanne M. Ponzini and Sheldon L. Tarakan); (10) "Report to the Board of Regents Cultural Education Committee by the Regents Advisory Council on Libraries, May 23, 1985" (Carol Kearney); (11) "Survey of Public Library Services for Deaf People" (Karen Matthews); and (12) "Summary and Evaluation of New York State LSCA (Library Services and Construction Act) Program, FY 1983." (THC)

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IN PERSPECTIVE:
YOUNG ADULT LIBRARY SERVICES

The Spring 1985 issue of *The Bookmark* focuses on Young Adult Library Services. The teenage years are critical years. These are the years in which there is great physical and psychological growth as well as increasing pressures upon young people who are developing value systems. Unfortunately, too many libraries, library systems and state library agencies have abandoned Young Adult Services. It's very important that this neglected aspect of library service be strengthened and developed.

Eight essays on a variety of topics underscore the importance of Young Adult Library Services. Ellin Chu, in her "Young Adult Literature in the 1980's – Awesome!," provides a panoramic view of the quantity and variety of YA literature now available. She points out that "...more and more Young Adult novels express an involvement with larger social concerns – concerns about society, and moral and political questions as well." In her "Young Adult Services' Public Relations and Promotion," Carol Dratch-Kovler describes an innovative program to re-energize a YA program at the Albany Public Library. Focusing on "the reality of today's teenager," Dratch-Kovler not only used a local rock band to encourage the Young Adults to use the library, but also developed a creative "readathon" program as well.

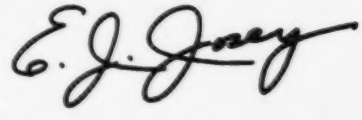
Barbara Newmark-Kruger, in her "Microcomputers and Young Adults," provides interesting and challenging findings of a survey of the use of microcomputers by Young Adults. Of the 158 responses returned, 132 libraries have micros for public use and "...15 mentioned use by the Young Adult population specifically." More importantly, Young Adults are assisting librarians with programming and instructing other library patrons to use microcomputers. She deplores the violation of the ALA Library Bill of Rights by those libraries that impose age restrictions on the use of microcomputers.

Turning to a discussion of "Library Service to Rural Youth," Joanne Burr describes the Project Alternative Program at the Stony Creek Library of the Southern Adirondack Library System. This is a program designed "...to help teens improve their communication and interpersonal relationships skills and to point out alternatives to drinking and drug involvement. This project receives funding through the New York State Division for Youth."

Lydia LaFleur, the 1984-85 President of the Young Adult Services Division of ALA, discusses books on personal development for teenagers. She reminds us "...today's young adults have so much help available to them through books written especially for them by specialists in teenage medicine, psychiatrists, psychologists, sociologists, speech therapists, teachers, counselors, librarians, hair stylists,...and yes, even by other young adults." "Strengthening Young Adult Work with the New Young Adult Standards" is considered by Rhonna A. Goodman. In her rationale for the new standards, she raises a question: "Why, in 1981, did (librarians) feel the time was right to produce a new set of youth standards?" She answers her question by saying that "all around us we saw libraries making great leaps into the technological and philosophical waters – but services to youth were being left on the beach – especially Young Adult Services. The Goodman essay provides the raison d'être for strengthening YA services to youth in New York State.

Describing innovative ways in which youth of the Mid-Hudson region of the State are participating in public library programs, Ristiina Wigg paints a portrait of creative programs in two libraries. The Highland Free Library established a YA video program with the assistance of a Young Adult Advisory Committee. At the Kingston Area Library, Teen Scene was established. Marianne Van Zant states that, " 'Teen Scene was a program for YA's, in effect a rap session for teenagers, which ran for seven weeks the summer of 1984....' " Suzanne M. Ponzini and Sheldon L. Tarakan characterize the function of the Youth Advisory Council at the Port Washington Public Library. The Council gives youth of the community "...a voice in the functioning of the library as it relates to them, a voice which adolescents in general desperately want."

In addition to the thematic articles, three challenging and interesting reports are presented. Carol Kearney, chairperson of the Regents Advisory Council on Libraries, presents the Council's Annual Report. Karen Matthews reports on her survey of public library service for deaf people. Finally, the summary and evaluation of New York State's LSCA Program for fiscal 1983 completes this issue.



YOUNG ADULT LITERATURE IN THE 1980's – AWESOME!*

By Ellin Chu, Young Adult Services Consultant, Monroe County Library System Rochester, NY

What is young adult literature? For the purposes of this paper, adults are 12- through 18-year-olds. "Literature," in the narrower sense, can be defined as imaginative or creative writing valued for its beauty of form. In the broader sense, literature is a body of written work in a given field, in this case, primarily fiction addressed specifically to teens.

Right now, like lilacs in May, young adult literature is burgeoning. Three main chracteristics come to mind in considering what is "awesome" about young adult literature in this decade:

- the quantity of young adult literature published;
- the great variety of young adult literature; and
- the impressive and improved quality and beauty of specific books.

QUANTITY OF YA LITERATURE

I will attempt to demonstrate these points by talking a little bit about a lot of books. The quantity of young adult books is currently overwhelming. This surge in publishing began in 1980 with the "Sweet Dream" series – a publisher's response primarily to the purchase of adult romances by teenage girls.

In the early 1980's, young adult paperback romances were commissioned by publishers and appeared under a variety of their imprints. Young adult "problem" novels were repackaged to look like romance series. Along with the phenomena of video games and microcomputers came "which way" and "choose your own adventure" books. Further variations are continuing.

"...review each book individually."

Young adult librarians in the Monroe County Library System have found that not only do series vary; books *within* series vary in both popularity and the quality of writing and plot. Thus, staff are choosing to review each book individually. Some examples of the variety of series currently popular follow:

- The Scholastic's Sunfire series includes excellent, historically accurate, well-researched romances. Each title is set in a different period of American history.
- Pacer's Role Playing Lone Wolf is a science fiction series in the manner of Dungeons and Dragons. These are popular with young teens.
- The First Love series from Silhouette has produced the only black entry in the entire teenage romance phenomenon, *Lesson in Love* by Tracy West.
- *The A Team* series by Charles Heath was a surprise to many of us. The contrast between the flowing, articulate prose and the TV-oriented covers makes them particularly useful for bright, reluctant readers.

Virtually all trade publishers continue to print popular young adult paperbacks, either as fiction originals or simultaneously with hardcovers or within a year of hardback publication. *Taking Terri Mueller* by Norma Mazer was a young adult landmark because it was a paperback that later became a hardcover.

NUMBER AND VARIETY OF TOPICS

In addition to increased quantity, the 1980's have brought an increase in topics, particularly for problem novels. Numerous new subjects have been added to previous issues. *Taking Terri Mueller*, for example, is about parental kidnapping. A very recent book on the same topic is *Baby-Snatcher* by Susan Terris. Eve Banting's *Surrogate Sister* is written from the point of view of a 16-year-old whose mother becomes a surrogate parent. Other subjects receiving much attention now are physical and sexual abuse of youth. Examples include Virginia Hamilton's *Sweet Whispers Brother Rush* and Michelle Magorian's first book, *Goodnight Mr. Tom*, in which young boys are physically hurt by their mothers. In *Things Are Seldom What They Seem* by Sandy Asher, a drama coach makes overtures to his students.

Anorexia is treated in Debbie Hautzig's *Second Star to*

(*Ed. Note: The following is a shortened version of Chu's talk given on April 12 to over 200 people at the nineteenth Spring Media Conference sponsored by Syracuse University's School of Library and Information Science. This year's conference theme was "The Young Adult: A 'Totally Awesome' Phenomenon.")

the Right. Overeating is presented in *The Fat Girl* by Marilyn Sachs and *The Pig-Out Blues* by Jan Greenberg.

Author Gloria Miklowitz touches on many concerns in her problem novels in a particularly constructive way. She deals with religious cults in *The Love Bombers*; *Close to the Edge* is about teenage suicide; and her newest, *After the Bomb*, is about facing the post-nuclear-holocaust world.

This brings me to another characteristic of young adult books in this decade. In addition to treating interpersonal problems, more and more young adult novels express an involvement with larger social concerns – concerns about society, and moral and political questions as well. In *Tiger Eyes* by Judy Blume, a teenage protagonist deals with the murder of her father in a holdup. The plot also involves geographic and cultural relocation and the political and moral implications of taking lives. Larry Weinberg's *Cry of the Seals* features a heroine who heads for Alaska in order to fight the slaughter of the seals and encounters fur traders whose economic livelihood depends on the slaughter. In *Island of the Loons* by Dayton Hyde, an escaped convict is transformed by his experiences in the Michigan wilderness. *Talking in Whispers* by James Watson is set in Chile with thinly disguised references to current events there. *Drums of a Different War* by Joseph Polselli deals with the experiences of a conscientious objector doing alternative service at a mission school for Sioux Indians. The Christian fathers in this book are similar to those in *The Chocolate War*, to which this could be a companion piece. The sequel, Cormier's *After the Chocolate War*, has just been published.

New young adult authors of this decade consistently interweave larger societal concerns with personal growth. Not only are the concerns global in the 1980's, but the settings are much more diverse than in past years, when everyone in a young adult novel seemed to live in New York City or its suburbs, and if they went anywhere, they were tourists.

"Young adult cover art... more appealing and appropriate...."

Young adult cover art is also worth mentioning. It is vastly more appealing and appropriate to young adult novels than in the past. Many book covers are individual portraits, just as the novels are, and depict an individual teenager and his or her immediate concerns.

Quality, quantity and variety especially characterize the newer books about blacks and about boys, perhaps to compensate for omissions in the 1970's. Virginia Hamilton has just contributed the first book I know of in recent years about a black American family whose origin is Caribbean. The splendid *Junius Over Far*, set in present time, includes three generations. Walter Dean Myers continues to capture a wide audience with *Hoops, Outside Shot* and *Motown and Didi*. These are primarily mainstream young adult novels incorporating teenage interests in sports and romance as much as those concerns specific to black teens.

Bernie McKinnon, a new young adult author, describes a black student's experience of suburban hostility in *Meantime*. Brenda Wilkinson continues the romance of Ludell and Willie in *Ludell's New York Time*. *Tancy* brings the post-Civil War era to life through the eyes of a young black teenager as she hopes to become a free, independent young woman. Bruce Brooks' first novel, *The Moves Make the Man*, is very much a 1980's book – even the title is indicative. The primary focus is on friendship on and off the basketball court. The main protagonist is a black, well-adjusted, middle class teenager who narrates his relationship to a white, cynical friend who is falling apart inside.

"Books for and about boys... revived in the 1980's."

Books for and about boys, with emphasis on team sports, are being revived in the 1980's. Thomas Dygard has contributed *Quarterback Walk On* and, more recently, *Tournament Upstart*. *Juggling* by another first novelist, Robert Lehrman, concerns juggling soccer, family, school and romance. *Dunker* by Ronald Kidd deals with conflicting interests between a normal life on the basketball court and a show business career. *What If They Saw Me Now* by Jean Ure mixes baseball, dance, humor and romance in one quick read.

World War II is another focus for books of this decade, aimed primarily at teenage boys. *The Last Mission* by Harry Mazur, *Razor Eyes* by Richard Hough and *Raspberry I* by Charles Ferry are examples of the trend. Ferry's new book, *One More Time*, takes us on a big band's last tour at the onset of WW II. World War II is also the focus of several outstanding books with female protagonists. Molly Hunter's *Hold On to Love* is set in Edinburgh, Scotland on the brink of war as Bridie McShane struggles to fulfill herself as a writer and to maintain a love relationship. Though M. E. Kerr's new book, *I Stay Near You*, spans three generations, the critical segment takes place at the outbreak of WW II in what is recognizably upstate New York. Peter Burchard's *Sea Change* is

a very different tale of three generations, about events set in motion by a death during the war.

The 1980's are a time of superb fantasies, as well as science fiction, mostly in series, often with strong female protagonists. Examples are: *The Westmark Trilogy* by Lloyd Alexander; *The Hero and the Crown* and *Blue Sword* by Robin McKinley; *Earth Seed Trilogy* by Pamela Sargent and *Earthsong Triad* by Sharon Webb. Two of my favorites, *The Dark Angel* and *A Gathering of Gargoyles*, were written when author Meredith Ann Pierce was 23. She is now 26 and working on the third volume. Jane Yolen has one more volume in order to complete the *Dragons Blood* trilogy. Monica Hughes has written a trio of books that take place on the planet Isis. *The Devil's Doorbell* is the first fantasy published in America by English author Anthony Horowitz. He now has a sequel, *Night of the Scorpion*, and several more are in the works.

Claire Bell's first books are sagas of a society of cats in an alternative world 25 million years ago. In *Ratha's Creature*, fire is discovered and put to use. In *Clan Ground*, the theme is the use and misuse of power. *The Cats of Seroster* is Robert Westall's latest book, set in 6th century France. Both the people and the powerful thinking cats seem as authentic as the countryside. A sequel is due this fall. *Moreta* by Anne McCaffrey and *Moonflash* by Patricia McKilip are recent fantasies. *The Moon and the Face*, set four years later, is due this fall. *Dragonfall* author Lee Hindle is worth special attention because he is a Canadian teenager who won Avon's first novel competition. (See the bibliography for more on this genre.)

Other themes are emerging in a different sort of speculative fiction. *After the Bomb* (discussed earlier) and other books describe life in a post-nuclear future. *Conscience Place* by Joyce Thompson paints a grim picture of a grim future society. Her sequel is due this fall. James Forman in *Call Back Yesterday* presents a plausible picture of terrorist events in Saudi Arabia leading up to the unthinkable. In the sequel, *Doomsday Plus 12*, teenagers in Oregon determine the direction of the post-nuclear future.

Putting psychic abilities to use is the theme of Lois Duncan's *The Third Eye*. The heroine has an unwanted ability to find missing children. In *Psion* by Joan Vinge, the setting is the far future, a grim world controlled by multinational corporations where psychic ability is used for military purposes. In contrast, a psychic gift described by author Ruth Park takes a 14-year-old girl back to a colorful Victorian New South Wales in *Playing Beatie Bow*.

Time travel comes into play also in *Half Way Down Paddy Lane* when a girl goes back to the last century and becomes an Irish immigrant in a Massachusetts milltown. *A Storm Without Rain* by Jan Adkins features a youth who is sent back to his grandfather's youth where he learns boat building and meets Mark Twain.

"...a concern with academics... in fiction and nonfiction."

To return to the here and now, a concern with academics is most evident both in fiction and nonfiction. The how-to-succeed books have proliferated – how to study, how to go for a college interview, how to write book reports – everything but "dress for success" in high school!

The wonderful *Class Dismissed* by Mel Glenn is a book of poetry written by a teacher who poignantly depicts students in a composite class. Parental pressures on teens for academic achievement, and the resulting teenage emotional illness, alcoholism and suicide are now common themes in young adult novels. Linnea Due's *High and Outside* depicts an "ideal" teenager who skids downhill into alcoholism. *Final Grades* by Anita Heyman describes the pressures for school achievement and Richard Pecks' new *Remembering the Good Times* deals with suicide and surviving the high school years as does Miklovitz' *Close to the Edge*. Suzanne Newton's *I Will Call It Georgie's Blues* describes how the outward perfection of a minister's family can be belied by disturbances within.

QUALITY AND ARTISTRY OF YA LITERATURE

Finally, in considering the artistry of young adult literature now, I want to mention a few other little gems that will glow long after the 1980's. Some of these are novels set in other times and places: *The Wild Children* by Felice Holman, set after the Bolshevik Revolution; *Parcel of Patterns* by Joan Patten Walsh, set during the Plague years; Gloria Skurznski's *Manwolf*, which is about the werewolf disease in Medieval Poland; Jacqueline Greene's *Leveller*, who was an American Robin Hood in a 1779 New England village; Haugaard's *The Samurai's Tale*; and of course, Paterson's *Jacob Have I Loved*. All of these books enrich our sense of history and love of literature. Damon Galgut's new book, *A Sinless Season*, about South African "outsiders," was written five years ago when the author was 17. Joyce Sweeney's runaways are also "outsiders." They leave their abusive father and travel southwest to Florida in *Centerline*, which won the first Delacourte prize.

Among biographies: Kerr's *Me, Me...*; David Kherdian's family trilogy; and Alexis DeVaux's biography of Billie Holiday, *Don't Explain*, are outstanding and hold

their own as literature. Finally, I believe that any novel by Cynthia Voight is well worth reading.

Although I am always annoyed when people equate young adult literature with problem novels, in this instance, I've done a bit of that myself. The humor should not be omitted, the lighter side of the 1980's, nor the many rock and roll novels that immediately come to mind. They certainly deserve a discussion of their own. So please forgive me if your favorite author, book or trend has been omitted. I trust you will attribute it to the quantity, quality and wide range of young adult books available now. I do hope that this overview has given you at least one new insight into the "totally awesome" phenomenon that is young adult literature in the 1980's.

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NEW BUREAU CHIEF AND CHANGES OF STAFF IN THE BUREAU OF SCHOOL LIBRARY MEDIA PROGRAMS

More changes have occurred in the State Education Department's Bureau of School Library Media Programs since January 1985 than in the preceding 20 years. On February 23, Ann Stewart Lownes died after a long illness. Ann joined the Bureau as an associate in school library services in September 1970. Among her many assignments was the development of the *Elementary Library Media Skills Cirriculum* for grades K-6. (Her friends have made contributions to the Negro College Scholarship Fund in her memory to continue her influence for improved learning.)

The second tragic loss occurred on April 17 with the sudden death of Beatrice Griggs. Bea came to the Bureau in June 1970 as an associate. She became chief of the Bureau in May 1981. During the 15 years she was with the Bureau, she earned the respect of her colleagues for the leadership she exerted in improving school library media programs statewide. The Beatrice E. Griggs Memorial Scholarship has been established by the New York Library Association (15 Park Row, Suite 434, New York, New York 10038).

The retirements of two other associates leave the Bureau at its lowest staffing level since 1965. Ethel Severinghaus, who joined the Bureau as an associate in August 1966, retires on July 10. During her 19-year career she assisted in the administration of the various Federal programs that the Bureau administered and served as a consultant to the school library systems that resulted from State legislation in December 1978. Theresa Case retires on August 30. An associate since December 1970, Terry, as did all of the staff, has worked on a variety of assignments during her 15 years with the Bureau.

Robert Barron, who served as School/Library Liaison since his appointment in July 1966, was appointed on June 13 to fill the vacancy left by Bea's death.

Frances Roscello joins the Bureau as an associate on August 8 to start the rebuilding of the Bureau staff. She was supervisor of libraries at the Cortland City Schools. Two additional appointments are expected to be made shortly thereafter.

YOUNG ADULT SERVICES' PUBLIC RELATIONS AND PROMOTION*

By Carol Dratch-Kovler, Young Adult Librarian, Albany (NY) Public Library

During an interview on *The Tonight Show*, Cyndi Lauper told Johnny Carson that she attributes her success to "the P I G philosophy, that is Politeness, Integrity and Grooming," which she learned from her wrestling friends. Young adult librarians can adapt this philosophy to create a successful public relations program. After all, politeness, integrity and grooming are the essentials of creating a favorable image, and image-making is what public relations is all about.

Promoting the resources and services of the Young Adult Department requires the basic skills of any public relations director: the ability to write clearly; to organize programs; to handle complaints; to develop and maintain strong ties to the media; to present the image of the library in the most appealing way by keeping the public aware of the library as a vital presence in the community. Young adults are a special part of the general audience and demand extra consideration.

When faced with the challenge of renewing a dwindling YA population at the Albany Public Library, Sheila Kirven Talma and I did some common-sense soul searching. We tried to imagine the reality of today's teenager. We asked lots of questions. "Who are we competing with for their attention?" "What demands are made on young adults at home and in school?" "What are our major objectives and goals in creating an image for YA services?" "How can we best let the teens know about our programs and collections, and what's the best way of making ourselves visible and approachable?"

The following sections of this paper tell the story of how we answered these questions (though not necessarily in the order posed) to create a "fun" library image. Detailed information on the various programs we planned and publicized show what hard work "fun" can be. Happy relating!

BLOTTO VALENTINE VIDEO PARTY

In 1982 we began using the new music, the old music, the any-old-way-you-choose-it music to attract young adults to the library...(or "it's still rock 'n' roll to me").

Knowing that "the beat goes on," "no matter what the people say," and having survived a near-fatal dose of Beatlemania myself, I have always believed that rock 'n' roll is a powerful force that can lure teens into the library. Once they have had a positive experience at a program, it becomes easier to convince reluctant young adults that there are plenty of services they might use – from our microcomputers to records to videocassettes, even books. The Blotto Valentine Video Party was held in February 1982, the first of many music events designed to capture the teens' attention.

The main branch of Albany Public Library houses the local public access TV channel, with video equipment available for program use, as well as a large auditorium. Blotto, a local rock band gaining national attention thanks to MTV, accepted my invitation to appear at the library and meet their young fans. Just as an author comes to speak bearing copies of his or her latest book, Blotto arrived with their records. They also brought Blotto bookmarks.

The details of the party fell into place once a firm date was set (Valentine's Day). The theme, "Meet Albany's Own Heart-throbs in Person," was a natural, and Blotto's hit song, "I Wanna Be a Lifeguard," dictated Lifesaver lollipops as the most appropriate sweet to serve at our party.

The program included viewing Blotto videotapes, a question/answer period led by WQBK-FM disc jockey Lin Brehmer and an informal opportunity to meet the band and gather autographs.

As part of the promotion, band members were asked to fill out Fun Fact Sheets (like those in *Sixteen* magazine) so that their individual personalities would emerge enough to insure audience questions. The sheets were distributed to the 200 fans who attended and served as a springboard for discussion. Questions were written down and delivered to Lin, who directed the queries. The audience was charmed by the Blotto wit.

"Blotto was so pleased... they helped us make a PSA...."

Blotto was so pleased with the program that they agreed to help us make a Public Service Announcement,

*Sections of this paper, BLOTTO VALENTINE VIDEO PARTY and THE BOP-TIL-YOU-DROP READATHON, are published here with permission of *VOYA* magazine where they appeared in the August 1985 issue.

"What's the rock band Blotto doing in the Library?" The video won the Public Libraries Section Big Bucks for Library PSA's award at the 1982 New York Library Association conference and has been aired throughout the State. In this generic PSA, suitable for promoting most public libraries, Broadway Blotto listens to his favorite record; Cheese researches back issues of periodicals; Bowtie selects a framed reproduction; Sargent Blotto borrows a film, while Lee Harvey settles down to story-hour. Copies are available by sending a blank three-quarter-inch or VHS cassette to media librarian Bob Katz at Albany Public Library (131 Washington Ave., Albany, NY 12210).

When Sheila Kirven Talma arrived on staff as fellow YA partner in pop culture, we developed a full-scale marketing plan emphasizing music/new-wave-style brochures, a student opinion poll for instant feedback on class visits and nontraditional book talks. We even considered the kind of clothing we would wear, since we wanted to present a relaxed image. We made a commitment to staging the most entertaining events we could conceive. Since April 1983, these have included:

1. live concerts by local bands
2. meet the WCDB d.j.'s
3. special music videos shown on significant dates ("An Hour for Magic," a Doors tape on Jim Morrison's birthday; the Compleat Beatles [illegible] wentieth anniversary of the Beatles invasion [illegible].)
4. meet Martha Quinn of MTV, a gift to the teens of Albany at Christmas
5. a Burger King-sponsored Rap Contest for Black History Month
6. a Nine-Foot Get Well card for Michael Jackson, signed by over 300 kids who sent regards when his hair caught fire
7. New Music, a two-hour hangout, after school once a week where we watched MTV, BTV or tapes from the collection
8. music videos produced with a grant from the New York State Council on the Arts Decentralization Plan for the Capital District – teens learned to operate video equipment, then conceived and produced videos under the direction of media artist Eric Egas.

We have consistently repeated this kind of program, waiting for word of mouth to spread the news...that the library is not always boring. Students sit up and listen when we describe the activities at the library on school visits. "You mean I missed Martha Quinn? I better pay attention to what's happening there."

"The biggest success... events based on the student opinion polls."

The biggest problems we encountered were usually connected to equipment setup or finalizing a date. The biggest success usually occured when we scheduled events based on the student opinion polls. The meet the d.j.'s program can be done with minimal time and equipment. Simply survey teens to discover their favorite radio station, then invite the disc jockeys to meet their fans at the library.

Another approach we've found effective is to tell rock 'n' roll tales before showing a music video. For the "Remembering Jim Morrison" day, Sheila and I reminisced about his performances in the 1960's that we had attended. (Sheila saw him with the Who in concert; I won free tickets to a club party where he stood less than five feet from me as he sang.) Teens are especially fascinated with cult figures (Hendrix, Joplin, Bonham). As one kid bluntly stated, "I'm into anybody who's dead."

For this style of programming to work, it is necessary to be sincerely interested in the music scene. Music buffs see through any bluff or false pretenses. Working with performers requires patience, persistence, flexibility, tact and a sense of humor. Developing and maintaining contacts is essential.

To thank the bands who performed at the library, I created a list of teen and music magazines that they might use to promote themselves. When *Highwire* metamorphasized into *Teenage* magazine, the information was passed along to Sargent Blotto. Two months later, Blotto had a double-page spread of photos and interviews. When their album, *Combo Akimbo*, was ready for release, Blotto reserved our auditorium for their press conference and party.

In the past year, we have worked toward meeting as many local media people as possible, especially reporters, editors and radio personalities. One very important association has been the cooperation of Capitol Cablevision, which runs our PSA's on four channels, including MTV. This was the most effective means of reaching young adults – even better than radio. We learned this during February when they ran our "Rap" PSA over 30 times, and it led to a crowd so large that we had to have admission by advance tickets (free, of course) to our Rap Contest.

Since we have embarked on this adventure, we have seen record-breaking attendance at programs and an increase in circulation statistics (e.g., July 1984 showed 350 more than July 1983). Our summer reading contest, the first-ever Bop-Til-You-Drop Readathon, proved to us that we are on the right track. Stay tuned for a full report from the rock 'n' roll librarians, as soon as we catch our breath from all the excitement and have had a moment or two to reflect upon what we learned. Meanwhile, "don't forget to dance."

THE BOP-TIL-YOU-DROP READATHON, OR THE BEAT GOES ON

The Bop-Til-You-Drop Readathon was directly inspired by *VOYA* magazine. Having read Cathi Edgerton's article, "Young Adult Summer Reading Games: A Source and Resource" (August 1983), I decided to take the plunge with a slightly different twist. Why not write to celebrities and ask them to send autographs and memorabilia to offer as prizes? Sheila Kirven Talma and I had a good grasp of who the favorite stars were so, with our director's approval and support from the Friends of the Library to finance our bulk mailing, we were set.

Planning for the summer 1984 program began in October 1983. I composed the letter of request, and our staff artist, Bob Ewell, designed our Bop-Til-You-Drop logo for the autograph certificates that we would be mailing. Shiela and I developed a list of 200 people in all fields – authors, athletes, rock musicians, movie stars, soap opera stars – even astronauts.

"...accurate address list.... returns numbered fewer than ten."

We utilized a variety of resources to compile the most accurate address list possible. *Christensen's Ultimate Movie, TV and Rock Directory, The Official Talent and Booking Directory, Billboard Talent Almanac, 1984* and *Sixteen* magazine proved invaluable in our quest. This did take a bit of time to organize, especially since different sources gave different addresses. When a revised edition of *Christensen's* arrived, we did a final revision. It was worth the effort, since returns numbered fewer than ten.

The mailing went out the last week of May 1984. We hoped that we would get a response from 20 stars. We didn't know what to expect since celebrities are always on tour or location. I learned that our letters were reaching their destinations. One day while on duty at the reference desk, I answered a routine phone call only to hear the voice at the other end say, "This is Samantha Hanks calling long distance from Beverly Hills. Could you tell me how you found out our home address?" She thought the contest was a great idea and assured me her husband, Tom Hanks – of "Splash" and "Batchelor Party" – would be glad to send a photo. I apologized and explained that I had assumed the directories contained business addresses. I understood her concern for privacy and suggested she contact the directory to change the address. In fact, the sources list mainly agents' or publicists' addresses.

The treasures began arriving on June 8 and continued to arrive even five months later: A T-shirt signed "Cool Forever" from Henry Winkler; a script from "Happy Days" signed by Scott Baio; a Beach Boys tour shirt; a signed copy of the *Cheryl Tiegs Beauty Book*. Well, it didn't stop. It was Christmas every day. Responses came and came – Billy Joel, Billy Idol, Def Leppard, the DeBarge Family. It got so intense that I called the library every day I was on vacation. "Who arrived today?" Stephen King, Paul Newman, Stevie Wonder. We received a reply from 87 stars or groups!

"Long-range planning helped us...."

Now that we had the goods – how would we let the kids know about the contest? Long-range planning helped us because we had obtained autographs from John Cougar Mellencamp, the cast of *Saturday Night Live*, Blotto, and Buck Dharma of Blue Oyster Cult before the mailing ever went out, so we had been able to talk up the summer program on our school visits in April and May. Fran Lewis, our PR person, wrote the press releases and the PSA's for radio. "Pop into Your Library and Bop-Til-You-Drop" was the video aired on cable, featuring breakdancers and poppers. Our media guys, Bob Katz and John Cirrin, took slides and black-and-white glossies for the papers in addition to producing the freshest video in town.

The loot was immediately displayed in our circular exhibit case near the circulation desk through June, July and August. Our Delaware Avenue branch did a window display to promote interest, and we put a blow-up of a news article in the kiosk outside the Main Library.

As our list of prizes grew, so did media attention. I can

count at least four radio interviews and the three scariest minutes in my life, appearing live on the Noon News. I also managed to win the WQBK-FM Rock 'n' Roll Trivia contest by answering the question, "What was The Band called before they played with Bob Dylan?" (Answer: the Hawks.) When the disc jockey asked how I knew that, I was ready: "I read it in a book at the Albany Public Library."

Now you are wondering why I decided on Bop-Til-You-Drop for the name of this contest. It was a catchy phrase in my head from an old Ry Cooder album. Believe me, I had no conscious knowledge that Rick Springfield would write, record and release a song called "Bop-Til-You-Drop" in August 1984. When we so fortuitously christened the contest, I did not know he planned to perform at the Saratoga Performing Arts Center, 30 miles away, in early September. But when I saw the full-page ad in *Billboard*, I knew his record company would be eager to connect.

Connie Coddington, the publicist at SPAC, saw the potential of the situation and put me in touch with the RCA promotion man, who arranged everything – records, posters, tickets to the concert and yes, the opportunity to meet Rick backstage before the show.

We had great media coverage the day of the concert. The journalist I called needed an angle. Now he had one: Bop-Til-You-Drop winner reads 42 books in one month and gets to meet Rick. Radio stations wanted interviews with Barbara Ann Curtin, the winner. I called her principal so she could be excused from class. Imagine my delight when I offered her the tickets and she said, "My father hates rock 'n' roll, and my mother doesn't drive. I'd like to go with you." Well, I had to contain myself, being the adult in the situation, but I must admit that the backstage scene and posing for photos with Rick was a thrill. Barbara and I were the only two people who did not shriek or scream when he walked in. We even managed a brief conversation. He was quite impressed by the number of books Barbara had read.

There were other prizes to be awarded on September 21, so we planned a ceremony and invited Blotto to host the event. One hundred and twenty-five people attended, and each winner was individually applauded and honored. There were 56 winners who received their favorite star's autograph, photograph or record. Five hundred and three books were read and reported. Our circulation statistics had increased dramatically; for July we showed a 350-item increase, for August, always a big month, 150.

What has been most gratifying is the acceptance we've received from the kids and the enthusiasm and support of their parents. This would not have been possible without the cooperation and response from the celebrities who signed our certificates. We received Hall and Oates, Lionel Richie and Quiet Riot (who sent headbands, buttons and guitar picks).

We developed the Jackson Victory Readathon for the month of December. Since quantity would be difficult to achieve during the school year, we decided that three books read and reported upon would qualify each student for our drawing, which would include prizes of "Victory" albums, autographs from the Jacksons (yes, even Michael) and books, posters and photos. What excitement! The beat goes on and on!

NEW YORK STATE SELF-HELP CLEARINGHOUSE TO BE ESTABLISHED BY THE COUNCIL ON CHILDREN AND FAMILIES

As part of the Governor's Initiative on Family Support Services, the Council on Children and Families is authorized to establish the New York State Self-Help Clearinghouse. Believing that people sharing common problems can reduce stress, increase coping skills and provide practical information in a mutual aid setting, the State Clearinghouse will stimulate the growth of self-help groups and coordinate the growing self-help movement in New York.

Some communities – notably New York City, Brooklyn, Long Island and Westchester County – already have clearinghouses to assist people in contacting self-help groups. The State Clearinghouse will facilitate the development of clearinghouses in other areas of the State and develop and maintain a statewide resource bank on self-help and mutual aid. There will be start-up funding, onsite training and technical assistance for those local not-for-profit organizations selected to start county or regional clearinghouses.

The Council will prepare a statewide dierctory of self-help groups from the information bank that will be developed. This will update its earlier publications, *New York City Access Handbook of Services for Youngsters with Disabilities, 1981-82* and *Central New York Access Handbook of Services for Youngsters with Disabilities, 1983*.

For further information, contact the New York State Council on Children and Families, Corning Tower Building, 28th Floor, Empire State Plaza, Albany, NY 12223.

By Barbara Newmark-Kruger, Adult/ Young Adult Services Consultant, Westchester Library System, Elmsford, NY, and Editor, Hot Off the Computer

MICROCOMPUTERS AND YOUNG ADULTS

Microcomputers and young adults seem to go together like wine and cheese. What a natural! – so I thought. When asked to write this article, I thought it would be best to research what is happening in libraries in New York State with regard to microcomputers and young adults. I sent a questionnaire to the 22 public library systems in New York State requesting that they send it out to their branches or member libraries. I also sent the questionnaire to the schools in Westchester County and the ALA Young Adult Services Division (YASD) Committee on Microcomputers and Young Adults.

An overwhelming 158 responses were returned. Of those responding, 57 libraries or systems have no computers for public use. However, 13 libraries expected to purchase computers in the very near future. Of the 132 libraries having computers for public use, 15 mentioned use by the young adult population specifically.

The results of the questionnaire indicate:

(1) Libraries are using the following types of microcomputers: Apple II + (15); Apple II and Apple IIe (57); IBM (9); others – TI-1000, Commodore VIC 20, Atari 800, Timex Sinclair 1000, TRS Models I, II, III and IV, Commodore 64 and Franklin Ace 1000.

(2) The Okidata and Epson printers are the most popular.

(3) Almost all libraries having computers for public use require their patrons to participate in an orientation or validation session.

(4) Many of the libraries have written guidelines and procedures.

(5) A small percentage of the libraries charge fees for computer use or supplies.

(6) A disappointing 17 libraries have age restrictions on the use of their computers.

I will now elaborate on these areas in hope of giving libraries some ideas for setting up computer services in libraries for public use.

ORIENTATION OR VALIDATION SESSIONS

Most libraries require their patrons, regardless of age, to go through some type of orientation session. The purpose of these sessions is to familiarize the user with the library's particular computer. Sessions usually range from 30 to 60 minutes and have a limited number of people, depending on the format. They are held weekly, monthly or whenever there is a demand. Formats for these sessions include:

(1) Patron must go through the software package Apple presents. Some libraries have a staff person go through this with the user; others leave the patrons on their own.

(2) Patron must read the manual before using the computer. One library has written its own manual for its computer.

(3) Patrons must take a computer literacy test after reading about or having the computer operations explained to them.

(4) One library will be producing a slide/tape presentation, and another is considering making a videotape on how to use the computer.

(5) A 30- to 60-minute session conducted by a staff member explaining the rudiments of using the computer equipment and an explanation of the library's rules. A number of libraries have written descriptions of their computers, including directions on turning the computer on and off, booting-up the computer, and loading and running a program.

Whatever the form of validation in most libraries, the patron's library card is stamped to indicate having been through an orientation session. In addition to the validation, a number of libraries have patrons sign a written agreement. The agreement states that the patron has participated in an orientation session, knows the rules and regulations and is responsible for lost disks and breakage of the computer during specific reserved times. A copy of the agreement is given to the patron, and one is kept on file at the library.

"...a wonderful opportunity to involve young adults."

Orientation sessions are a wonderful opportunity to involve young adults. Young adults, after going through their own orientation, can be assigned as instructors for individual or group orientation sessions. Young adult volunteers with computer knowledge could be available at the library during scheduled hours for children, young adults or adults who would like more in-depth instruction on the use of the computer or software packages. YA's would also be eager to help produce a slide/tape presentation or video program on how to use the computer.

With staff limitations in many libraries, this would be an excellent use of young adults, considering YA's are much more computer-sophisticated than the rest of us. This is one of the first areas I thought of for using young adults, and it was astonishing to find that no library is using YA's in this area.

GUIDELINES

Most libraries have written guidelines in regard to reservations, time limitations, software, etc. Many of the guidelines require that reservations be made no more than a week in advance. Patrons may sign up for one-half hour to one hour intervals, with some libraries allowing one-and-one-half hours for family use. A limit is sometimes placed on the number of scheduled appointments per person per week. In placing these restrictions on the library computer, only one library understands and states the need of the young adult for using the computer. The Plainedge Public Library (Nassau County) in their "Guidelines for Public Use of Computers" states, "First choice for booking time (one hour per day) will be given to those who have computer homework assignments form Plainedge High School or who are practicing for the SAT exam." What an excellent use of the computer!

"...responsibility of use to comply with copyright...."

Other guidelines mentioned by libraries include:

(1) Patrons must sign in before they use the computer.

(2) They must leave their valid library card at the circulation or reference desk. Almost all libraries state that the patron may have no overdue items.

(3) No eating, drinking or smoking.

(4) Only one or two people at the computer at a time.

(5) If a patron is five minutes late, computer time may be given to another person. No-shows may lose privileges for one week.

(6) Only educational software may be used.

(7) Some libraries allow patrons to bring their own software but require that a staff member check it for proper compatibility.

(8) Libraries may restrict the number of programs that can be used in the allotted time.

(9) All guidelines should state that it is the responsibility of the user to comply with copyright laws and restrictions.

FEES

It was encouraging to find only two libraries are charging fees for the use of the computer. One library charges $1 per half-hour, and the other charges 25 cents per 15 minutes. A number of libraries do charge for supplies such as 2 to 25 cents for paper; $4-$5 for blank disks and 10 cents per sheet of mailing labels. This service is usually not a money-making proposition for the libraries but a convenience for their patrons.

SOFTWARE

I could have used the entire space for this article just mentioning the names of the software programs the libraries own. Programs range from games to educational to business and home uses and are for all ages. To name a few: Apple presents APPLE, Bank Street Writer, Visicalc, Typing Tutor, PFS files, Speed Reader, SAT Exam, Facemaker, Three Mile Island, Multiplan, Applewriter, Spanish Travel Vocabulary, Computer GRE, College Financial Advisory, Personal Finance Manager, Dictionary, Moon Patrol, How About a Nice Game of Chess, Game of the States, Math Strategy, Address Book, etc.

The writing of programs and the adaptation of off-the-shelf software is another creative place to use young adults. Students at Blind Brook High School (Westchester) have been most helpful to the school librarian. One student wrote a label-making program capable of printing labels for single or multi-volume sets used by the media center. Another student modified dBase II to print overdue notices and letters to parents. The Boy Scouts in the Montrose area (Westchester) adapted off-the-shelf software for the TRS 80 Model I for in-house applications of the computer. Here in system headquarters we wanted a program that would enable us to input 500-600 young adult titles into a program, YA's to give the computer some specific information about themselves, i.e., age, sex, reading interests, and the program would provide an individualized reading list. Two young adults from the Warner Library (Tarrytown) wrote the program for an Apple. Unfortunately, they have been much too

busy to show us how to use their program. If and when we do get this program, we will be glad to share it.

Whether your computer is for in-house or public use, don't overlook asking some YA's for help. They would be more than willing to help, and you would also be providing a service for them.

MICROCOMPUTER PROGRAMS FOR YOUNG ADULTS

I have tried to mention areas in which YA's can be useful in working with microcomputers. One vehicle for discovering these interested young adults is to begin with various types of programming. I would now like to mention some of the libraries in New York State and the programs they have initiated. One library has hired a 17-hour-a-week microcomputer resource person who is working with the YA librarian to plan a computer club. The Shenendehowa Public Library (Clifton Park) has a "Bit of Basic Class Program" for youths 9 to 21. The 12-hour class allows 2 hours per week of class session and one hour of practice session. The youths are taught the fundamentals of programming in BASIC. This library also has a user club, and the members volunteer to help at the practice sessions. At the Lee Whedon Memorial Library (Medina) they meet with junior high students once a week to introduce them to software materials.

"Computer courses were taught by a YA and...father."

At the Burnt Hills-Ballston Lake Library the youth group ages 10 to 14 meets once a month for demonstrations and discussions of various types of software. The core of 14 children are instructed by adult volunteers. The St. George branch of The New York Public Library had a computer graphics program for YA's, and the Chili Public Library contacted youth-serving agencies with the objective of holding orientation sessions for each group. The Oceanside Free Library offered a YA computer course for learning the use of microcomputers, computer languages and BASIC programming. VIC 20 computers were available for demonstrations and hands-on use at the Macedon Public Library. Computer courses were also taught by a YA and his hobbyist father. The YA librarian also encourages YA's to consult with the librarian about their programming.

In the planning stages at another library is a program to offer guidance for adventurous graphics users (ZORK) and adventures with graphics games. Speakers will be YA's, and programs will include demonstrations and hands-on guidance.

At the Four County Library System, 1984 was the "Year of the Computer." Among its projects was a "Computers in Youth Services" workshop that included speakers on computers in the schools, involving children in public access computer plans, computer activities and kids' logo computer language. Another major project was the Summer Computer Camp Project held at the Binghamton High School. It consisted of 2 one-week sessions of instruction for youth aged 7 to 15. If anyone is interested in a detailed description of this exciting project, I suggest contacting Melva Naylor at the Four County Library System in Binghamton, New York.

Programming for young adults has always been a basic part of service to YA's, and microcomputer programs either for or by young adults should be a part of every library's service.

AGE RESTRICTION

I have left this issue for last because I find it the most disturbing. Although a number of libraries require very young children to be accompanied by an adult, 18 libraries that responded to this questionnaire restrict the use of the library's microcomputer. The restrictions are: adult use only – 1; 10 years and older – 1; 11 years and older – 1;12 and older – 4; 16 and older – 11.

It is in accordance with the Library Bill of Rights that all persons regardless of age should have access to all services of the public library. Please refer to the ALA Bill of Rights and its interpretations and YSS-NYLA *Standards for Youth Services in Public Libraries of New York State* for more information in this area.

CONCLUSION

As librarians become more comfortable with microcomputers, I hope programming and the use of young adult volunteers working with microcomputers will increase. For those librarians considering or in the planning stages of setting up computers for public use in their libraries, I recommend an article by Lisa Wemett, Fairport Public Library, "Up Time, Down Time, A Good Time: Computers in the Library," published in *VOYA*, April 1983.

"Two...volunteered to share their knowledge...at a special exhibit...."

I think Carol Clingan, Cohoes Public Library, sums up the importance of young adults and microcomputers in her response to the questionnaire. "The primary users of the Apple IIe in the Cohoes Public Library are high school students, whose use of the machine is consistently higher than any other group validated for micro use. The microcomputer has brought in many more young adults to the Cohoes Public Library; besides using the equipment, they also borrow books and make use of other services. Many of these young people have made use of the microcomputer since it was placed here in October 1983 and have now become quite proficient in its use (far surpassing my own knowledge). Two of them even volunteered to share their knowledge with others at a special exhibit at the State Library last Summer. And, aside from a little extra noise, we have had no problems with teenage use of the Apple IIe."

MEDIA CENTER FOR CHILDREN: CONFERENCE AND PUBLICATION

The Media Center for Children will sponsor a two-day confernce on children's media in New York City Sunday and Monday, February 16 and 17, 1986. The conference will cover developments in research on children's comprehension of media, making/evaluating ethnic works for children and an overview of what's happening in cable and half-inch video. It should be of help to writers, educators, programmers, librarians, media makers and anyone who uses or makes children's media.

Registration forms will be mailed out in September, but anyone not getting a form by November should call the Center's hotline at (212) 689-0300 on Tuesdays or Thursdays from 10:00 am to 4:00 pm EST for further information.

The issue of *Young Viewers* published by MCC in January 1985 contained a bibliographic survey and two surveys on media use in hospitals and museums. Maureen Gaffney, while working on a new book, *Children's Media: Making, Using, and Evaluating Films and Videotapes for Young People*, surveyed books and articles that had been published recently on child development, and media research and utilization. She prepared an annotated bibliography from the survey with more than 90 entries concerning child development, media research with children, using the arts (including literature and film) with children, feeling and recent right-brain research, the impact of imagery on learning, the role of distance in understanding art forms, narrative structure, preschool media and reader-response criticism. Much of the media research focuses on television, but there are interesting applications to both educational and "home" media formats.

Jane Rayleigh documents a 1984 survey among New York State museums determining how and why they use film, video and slide media. Jointly, Rayleigh and Gaffney discuss the results of a survey late in 1983 among hospitals in the United States and Canada to find out how and why those institutions use media with nonpsychiatric child patients.

This issue, called "Surveys..." can be ordered from : Media Center for Children, Publications, 3 West 29th Street, New York, NY 10001 for $7.50 prepaid or $8.50 if an invoice is needed.

INTERNATIONAL YOUTH YEAR – 1985

The Year 1985 has been designated by the United Nations General Assembly as International Youth Year: Participation, Development, Peace.

Young people everywhere are aspiring to a world of justice and opportunity. They are seeking remedies to the poverty that besets much of mankind and an end to the arms race.

I believe that no institution or Government should ignore the significance of what they are trying to say.

Javier Perez de Cuellar, *Secretary-General of the United Nations*

Governor Mario M. Cuomo proclaimed 1985 as International Youth Year in New York State. In New York State there are over three million persons between the ages of 15 and 24. Conceived primarily as a nongovernmental, grass-roots recognition of young people, IYY offers community groups and voluntary agencies the challenge to address the problems of youth in full participation in community and family life.

For further information, contact: Information Officer, International Youth Year, Room 1061, United Nations, New York, New York 10017, (212) 754-6875; or Floyd Brown, Director, International Youth Year Commission, 1518 K Street, N.W., Suite 306, Washington, DC 20005, (202) 783-5959. In New York, contact local Youth Bureaus or: IYY Information, NYS Division for Youth, 84 Holland Ave., Albany, NY 12208, (518) 473-7237.

LIBRARY SERVICE TO RURAL YOUTH

By Joanne Burr, Youth Services Consultant, Southern Adirondack Library System, Saratoga Springs, NY

The Southern Adirondack Library System (SALS) is a cooperative system serving the predominantly rural counties of Hamilton, Saratoga, Warren and Washington in upstate New York. It serves a population of 268,442 persons in an area of 4,276 square miles.

All of the libraries in the system provide collections of young adult books relevant for the population. Often this is with System assistance. Many provide pop/rock record or cassette collections. They also provide career and job guidance or orientation for their teenage patrons. Some work in conjunction with community organizations, such as the Girl Scouts, toward the established goals of that organization.

"PROJECT ALTERNATIVE" AT STONY CREEK

One of our smallest libraries has one of the most active young adult programs in our System. The Stony Creek Library is chartered to serve 528 persons, and although open only 12 hours a week, its library technician, Norma Hastings, was honored with the 1984 Capital District Youth Bureau Association Services Award. She was chosen from nominees submitted by the youth bureaus of the nine counties in the Capital District.

Margaret Sing-Smith, director of the Warren County Youth Bureau, said in her letter of nomination, "As librarian, she realized that the library is the only place open regularly for youth to meet. Teens often congregated at the library on weeknights because the atmosphere was welcoming and they could see their friends...."

Mrs. Hastings won the award for her "Project Alternative," a program she developed to help teens improve their communication and interpersonal relationship skills and to point out alternatives to drinking and drug involvement. This project receives funding through the New York State Division for Youth.

One of the teenagers in her program, Rena Hoffman, wrote, "We all think a lot of Mrs. Hastings because we truly believe that she cares about us all. Most of all, she wants us to see things from a bigger point of view than we have here in Stony Creek."

The Stony Creek Library provides a variety of other services, too. Teenagers get help with college selection and financial forms and a tour to the local community college. This year the library is offering courses in Adirondack Heritage and Human Behavior concerning interpersonal relations for teens.

"...have more comprehensive programs...."

The larger libraries in the System have more comprehensive programs for their patrons. Saratoga Springs has film programs for young adults and babysitting workshops specifically for them. Successful programs have been presented on stencilling-on-fabric, buying a 35mm camera and its accessories, and a slide lecture on Champ, the legendary creature supposedly living in Lake Champlain.

COMPUTER COURSES

The Burnt Hills-Ballston Lake Community Library sponsors a computer users group of 10 to 12 young people aged 10 to 14 years. The librarian, Sue Penney, initiated the program with letters to school principals, curriculum coordinators, P.T.A. parents and school librarians. She used newspaper publicity, as well as flyers at the library and the school. Instructors for the youth group were recruited from the adult computer users group. This program has no outside funding.

The Shenendehowa Library teaches BASIC computer programming to youths aged 9 to 12 through its "Bits of BASIC" classes. Funded by a grant from the New York State Division for Youth through the Saratoga County Youth Bureau, "Bits of BASIC" teaches participants to write programs on Commodore 64 microcomputers. At the end of the course, students write their own programs which are added to the library's collection of software. Advanced computer classes are occasionally offered as well, and the courses run continuously throughout the year. These courses are free of charge.

Our central library, the Crandall Library in Glens Falls, has received Youth Development and Delinquency Prevention funds for microcomputers from the New York State Division for Youth through the Warren County Youth Bureau. With these funds they provide free orientation sessions and workshops on the computers for area youth under 16 years of age. The computers also are available for individual use at the library.

SYSTEM YA SERVICES

SALS itself offers services through the member libraries. Our audiovisual department rotates popular records and cassettes. Teens can also borrow films and videos. We have developed young adult paperback collections of 50 minimally processed titles, both light and serious, which circulate semiannually upon request.

"We have worked with local Literacy Volunteer groups...."

Our System also maintains a Hi-Lo collection of books with which we serve underachievers and the minimally literate. We have worked with local Literacy Volunteer groups in helping illiterate youth.

We participate in the Warren County Youth Fair by sending our bookmobile, a librarian, and two craft persons to demonstrate and involve the youngsters in projects.

Over a period of years, the System has cooperated with the local Planned Parenthood organization. We have distributed their literature during National Family Sexuality Education month in the fall. In 1984 SALS and the Warren County Planned Parenthood Chapter prepared and distributed a booklist, "Books for Families on Sexuality Education."

FUNDING

SALS and several member libraries that sponsor special youth programming receive 50 percent funding for those programs from the New York State Division for Youth through the County Youth Bureaus. These special programs include the aforementioned computer programs, the Washington County Youth Employment Program and the SALS County Youth Programs.

The Washington County Youth Bureau has contracted directly with five area libraries, namely Fort Edward, Granville, Greenwich, Hudson Falls and Whitehall, to provide youth employment services. This program was initiated by the Youth Bureau in 1980 because employment was the primary priority of youth in Washington County. The Bureau is slowly putting more responsibility for the service on the libraries – publicity and recruitment were initially done by the Bureau but are now the responsibility of the individual libraries. The teenagers go to the participating library to register, specifying the type of job in which they are interested. Interested employers call the library to offer jobs. Next, either of two procedures may be followed. The librarians may give out names of eligible persons or may opt to make the contact themselves. After that contact, the negotiations are between the employee and the interested employer.

Funding for this service is split; 50 percent coming from the Division for Youth and 50 percent from the participating libraries.

In 1984, 559 jobs were provided. These were casual, part-time jobs such as raking, mowing, stuffing envelopes, licking stamps and pet sitting.

LEARN-BY-DOING PROGRAM

SALS is sponsoring 175 learn-by-doing programs for youth in 35 libraries and/or outreach areas during 1985. These programs are made possible by a grant from the New York State Division for Youth.

Each program is two hours long and is chosen from an extensive list developed at the System Service Center. Input is received from libraries, children and local professional organizations. Our shopping list for 1985 includes 52 programs by 27 writers, craftspeople, artists and musicians. The objectives of this project are to offer programs that appeal to a variety of ages and interests, promote feelings of self-confidence and self-esteem, and suggest constructive leisure time activities.

The success of this program is largely due to its modest beginnings in Washington County in 1981. Our problem was a common one: what could member libraries do to show kids that they care, when local staff and money is limited? Jeff Anderson, director of the Washington County Youth Bureau, encouraged SALS to apply for a pilot program for the summer. We offered six two-hour programs: calligraphy, cartooning, magic, mime, puppetry, and baseball. The positive response of the children in the communities, their parents and the librarians to this project gave us the backing we needed to expand the program. In fact, because of the excellent local publicity received (local papers are happy to send a photographer to get photos of kids having fun), our neighboring county youth bureaus wanted to hear from us.

The use of SALS as a clearinghouse and developer of programming assures variety and quality and relieves local librarians of pressures of limited time for scheduling and paperwork. Each library receives a package of posters and flyers as well as a publicity release for the local newspaper.

"All agencies involved...derive public relations benefits."

All agencies involved, Division for Youth, SALS, and participating libraries, derive public relations benefits. Young people, some of whom were previously unserved by public libraries, come for fun and leave with a skill, and often with library materials, too. The library itself, at minimal expense, is brought to the attention of the taxpayers. The funds expended are small for the many benefits reaped. For more information about these programs, contact Elaine Baker, Project Coordinator, at SALS (22 Whitney Place, Saratoga Springs, NY 12866).

Through our connection with the New York State Division for Youth, with the support of the county youth bureaus, the System and its member libraries have expanded their microcomputer programs, increased job opportunities for youth and made connections with area professionals wishing to share their talents with young people. These programs have drawn many new young adult patrons to our libraries, all of whom now see us as more than bookish places.

WEDGEWORTH NAMED DEAN OF COLUMBIA LIBRARY SCHOOL

Robert Wedgeworth, one of the most prominent leaders in the library world, has been named dean of the Columbia University School of Library Service, president Michal I. Sovern announced at the end of June.

The executive director of the American Library Association for the past 13 years, Wedgeworth will become the sixth dean of the nation's oldest and best-known library school September 1. The 47-year-old administrator has won wide professional acclaim for his leadership of the nation's premier association for librarians and libraries.

Wedgeworth succeeds Richard L. Darling, who retired after 15 years as dean. R. Kathleen Molz, who served as acting dean during the 1984-85 academic year, will continue her research and teaching as Melvil Dewey Professor.

The new dean takes over at the helm of the school as it approaches the one hundredth anniversary of its founding in 1887 by Melvil Dewey, the American library pioneer, Columbia librarian and originator of the Dewey decimal system of book classification. The school, which offers programs leading to master's and doctoral degrees in archives conservation, preservation administration and advanced librarianship, has traditionally occupied a leadership role in the profession. Its faculty are active at the national level, and its graduates head major academic and public libraries both in this country and abroad.

Commenting on his appointment, Wedgeworth said: "This is an exciting opportunity to shape the profession as we enter the 21st century. When this school – the world's first – was established, the primary challenge was to give more people more access to scarce and expensive resources. Today the environment and needs are different. The multiplicity and complexity of informaiton formats are bewildering for many. We in the profession have a responsibiltiy to simplify library use for the average person while continuing to meet the information needs of scholars and specialists."

As administrator of ALA, Wedgeworth is credited with adopting new technologies in the association's day-to-day operations. In addition to revitalizing and computerizing its publication program, he also introduced the use of video-telecommunication for professional education programs and oversaw the development of new offices for the ALA's Chicago headquarters. He originated and has edited the *ALA Yearbook* and the *ALA World Encyclopedia of Library and Information Services*.

Born July 31, 1937, Wedgeworth received the bachelor's degree from Wabash College in 1959 and the master of library science from the University of Illinois at Urbana in 1961. After working in several college and public libraries, he did further graduate work at Washington University and at Rutgers, where he also taught courses on collection development and librarianship. He left Rutgers in 1972 to assume the executive director's post at ALA.

Wedgeworth has written numerous articles for professional publications. His research activities include service on the U.S. National Commission for New Technological Uses of Copyrighted Works from 1975 to 1978 and on the Biomedical Library Review Committee of the National Library of Medicine from 1975 to 1979. He has delivered papers at professional meetings in this country and abroad and has lectured extensively on the new information technologies at schools and libraries across the nation. He currently serves on two national advisory committees for the Library of Congress, on the board of directors of the Public Service Satellite consortium and on the board of trustees of the Newberry Library. He is the recipient of four honorary doctoral degrees.

BOOKS ON PERSONAL DEVELOPMENT FOR TEENAGERS

By Lydia LaFleur, Supervising Young Adult Specialist, Manhattan Borough Office, The New York Public Library

Why Am I so Miserable if These Are the Best Years of My Life? is the title of an excellent self-help book for teenage girls by Andrea Boroff Eagan, and it was also the recurring theme throughout my adolescence. I was always (and still am) perplexed when I heard adults refer to the teenage years as the happiest and most carefree of their lives. "What's the matter with you?" my father would ask. "Stand up straight. Buck up. What do you have to worry about? You have a place to sleep, plenty to eat (we were just coming out of the Depression Era). What more do you want? All you have to do is go to school and study." Little did they know that even though I loved school, succeeding was so important to me (and to my parents) that to take a midterm exam or finals was to experience terror of the first degree. And little did they know how "different" I thought I was from my classmates, as a first generation offspring of immigrant parents. The other teenagers seemed so sure of themselves, so at ease in their world. How was I to know that these classmates of mine were also beseiged by fears, pressures and conflicts and even in some cases, by the very ones I was experiencing. And when it came to boys, I was certainly interested, but how did one talk to these wonderful, mysterious creatures who seemed to have come from another planet? Added to this was the physical and psychological growth I was undergoing and the resulting emotional effects. Some doctors and psychiatrists now say that there is no period of greater growth in a person's life than during adolescence and that, as a result, young people experience a great deal of stress during this time of change and adjustment. Now, they tell me!

As I look back, there is no doubt in my mind that I could have profited from a few of those excellent self-help books that are written for teenagers today! All I needed (I think) was a little guidance and reassurance that I wasn't the only teenage freak in this world. But, of course, in the 1940's teenagers were not recognized as a group, and there were no books of this kind addressed to them. My library in Maine had a large children's room and a huge adult department but no separate section of books for young adults and no librarian to attend to their special needs and interests.

"...books written especially for them...even by other young adults."

I was reminded of these painful years when I began working with teenagers in The New York Public Library over 25 years ago and when my own children approached adolescence; and so when self-help books for teenagers began to be published some 20 years ago, I became their champion and have been reviewing them ever since. I must admit that at times I feel a twinge of envy that today's young adults have so much help available to them through books written especially for them by specialists in teenage medicine, psychiatrists, psychologists, sociologists, speech therapists, teachers, counselors, librarians, hair stylists, cosmeticians, fashion designers, lawyers, and yes, even by other young adults.

"...titles on a variety of topics... how to deal with one's anger."

The Young Adult Department of The New York Public Library publishes a booklet which is revised annually called *Books for the Teen Age*. It is an annotated list of titles on all kinds of subjects of special interest and appeal to teenagers. One of the longest sections is the one on Personal Development. This includes titles on a variety of topics ranging from how to do a term paper to how to deal with one's anger. All of the books have one thing in common; they all try to help the teenagers in some aspect of their lives – to understand the physical and

psychological growth they are experiencing, the resulting feelings and emotions and how to cope with them; to relate to other people; to cope with whatever task, conflict or situation they may encounter in their teenage years and to make a successful transition to adulthood. Perhaps the greatest value these books have is that they reassure young adults that they have many fears, concerns, pressures and conflicts in common.

The following list of self-help books is culled from the above-mentioned publication. Many of these titles were published in the last two years. However, where no books came out recently on a particular topic of concern to teenagers, I have listed an older title. This is not an all-inclusive list. All of these titles except for *Addictions* by Jaffe, *Getting It Together* by Fields, and *All About Hair Care for the Black Woman* by Sims were written specifically for teenagers and are in print as of spring 1985.

Alexander, Sue. *Finding Your First Job*. Dutton 1980

An easy-to-read book with all the necessary information for first-time job applicants – how to obtain the necessary documents and permits, where to look for a job, how to select a suitable one, fill out an application, prepare for an interview, behave on a job, leave a job.

Bell, Ruth, and others. *Changing Bodies, Changing Lives*. Random 1981

Explores a wide range of topics, including physical and emotional aspects of sex, health care, homosexuality, abortion, birth control, menstruation, how to avoid rape. Will make teenagers aware of their bodies and feelings. Written by some of the authors of the adult title *Our Bodies, Our Selves*.

Booher, Dianna Daniels. *Rape: What Would You Do If?* Messner 1981

Covers prevention (how to protect yourself from rape at home, away from home and in social situations), what to do during an attack and after (medical, legal and emotional aid). Discusses the different types of rapists and their motivations, because understanding a rapist will help you defend yourself. Also, what to do if the molester is someone in the family.

Bozic, Patricia. *The Sweet Dreams Fashion Book*. Bantam 1983

Chock-full of easy-to-adapt ideas on how to develop your own style without spending a lot of money. Covers how to buy clothes flattering to the figure and camouflage problem areas, where to get the best buys, how to judge quality, how to wear accessories with a flair. Written by a staff writer for *Mademoiselle* who specializes in fashion.

Bozic, Patricia. *The Sweet Dreams Makeup Workbook*. Bantam 1984

How to care for your skin in all seasons with attention to special problems such as acne and facial hairs, how to make your face into a "masterpiece" and how to "design unforgettable eyes."

Cohen, Susan, and Daniel Cohen. *Teenage Stress*. Evans 1984

An exploration of one of the least understood problems facing teenagers today – stress. Discusses the causes, such as competition in school, dating, conflicts with parents, physical appearance, drugs and alcohol, depression, sexual pressures; and gives instructions for a meditative technique for "unstressing" the mind developed by a Harvard doctor.

De Oliveira, Paulo, and Steve Cohen. *Getting In*. Workman 1983

A comprehensive step-by-step guide to the college entrance process–when to take the SATs, how to choose the right college for you, when to apply, how to visit the campuses, prepare the interview questions, package your application, make your essay stand out and apply for financial aid. Written by a former assistant director of admissions for Brown University and by a Brown alumnus.

Fitzgibbons, Dan. *All About Your Money*. Atheneum 1984

Covers just about everything teenagers need to know about money – budgeting, credit, saving and even how to enjoy it.

Fields, Mike. *Getting It Together*. Dodd, Mead 1983

A guide to good grooming and dress for the black man, written by a male model with the Ford Modeling Agency and fashion coordinator. Covers diet and nutrition, exercise, complexion problems, and hair basics and styling. Advice on choosing wardrobe according to color tone. Illustrated with many photographs.

Gale, Jay. *A Young Man's Guide to Sex*. Holt 1984

An exploration of male sexuality written by a psychologist and sex therapist, covering the mechanical and emotional aspects of sex, options in contraception, what to do if pregnancy occurs, up-to-date information on sexually transmitted diseases. Good discussion of sexual differences and problems.

Getzoff, Ann, and Carolyn McClenahan. *Step Kids.* Walker 1984

A guide for survival for both teens and parents written by two marriage, family and child therapists. Discusses love, divorce, remarriage, visits with one parent while living with another, ways of dealing with different types of stepparents and with new brothers and sisters, parents in a homosexual relationship, how to hold a family council, and special problems having to do with sex and sexual attraction arising in stepfamilies.

Gilbert, Sara. *How to Take Tests.* Morrow 1983

A reassuring book for the nervous test taker as well as practical advice for effective studying and successful test taking. Covers how to: study for quizzes, tests and course exams; tackle true-false, multiple choice and essay questions; prepare for the various standardized tests; and psych yourself up for an exam and lessen the tension while taking the exam.

Graham, Lawrence. *Conquering College Life.* Washington Square Press 1983

Advice from a Princeton senior to high school seniors about practical matters in college – deciding what to bring from home, finding friends, choosing courses, taking tests, writing papers and planning for graduate school and career. All offered in an unorthodox manner.

Greenberg, Harvey R., M. D. *Hanging In.* Four Winds 1982

A guide to psychotherapy written by a psychiatrist who specializes in treating young people. Answers such questions as "How do I know if I need therapy?" "How do I find a therapist?" "What is therapy like?" Contains a great deal of good general advice and will be helpful to all adolescents whether they feel the need for therapy or not.

Greenberg, Judith E., and Helen H. Carey. *How to Participate in a Group.* Watts 1983

How to join and participate successfully in a club or group. Covers: how to find the right group, choose officers, resolve conflicts, write a constitution and by-laws, run meetings under parliamentary procedure. This book will be very helpful to the many teenagers who want to make new friends and develop an interest or talent by joining a club.

Holmes, Anita. *Pierced and Pretty.* Lothrop 1984

A lively look at earrings throughout history, plus a complete guide to ear piercing and detailed instructions on how to make seven different styles yourself. Attractively illustrated.

Hoyt, Patricia. *How to Get Started When You Don't Know Where to Begin.* Harcourt 1980

Practical guide to how to leave your parents' home and strike out on your own. Includes advice on finding a job and an apartment, buying furniture, filing income taxes, starting a checking account, finding a doctor, coordinating your wardrobe – everything a young woman starting out would need to know about the world.

Hyde, Margaret O. *The Rights of the Victim.* Watts 1983

Discusses violent crime and its victims, how to reduce the risk of becoming one yourself and the help and services available for crime victims.

Jaffe, Jerome, M.D., and others. *Addictions: Issues and Answers.* Harper 1980

Describes the various substances used as drugs including tobacco and alcohol and the physical and psychological effects. Explores why people take drugs, the nature of addiction and withdrawal and what treatment is available.

James, Elizabeth, and Carol Barkin. *How to Write a Term Paper.* Lothrop 1980

Directions, samples and suggestions for all the steps needed in planning and writing a term paper. Short, simply written, easy to follow.

Johnson, Eric. *Love and Sex in Plain Language.* Lippincott 1977 (3rd. ed.)

The basic information presented simply, clearly and in a nonjudgmental tone. After 20 years and several revisions, this is probably still the best "first" book on the subject.

Krementz, Jill. *How It Feels When Parents Divorce.* Knopf 1984

Surprisingly candid views of 19 young people ranging in age from 7 to 16 about their parents' divorces, their feelings, and the effect of the divorce on them and on their parents. Nice informal photographs. Should be comforting to other children of divorced parents.

Kyte, Kathy S. *In Charge.* Knopf 1983

A handbook for "latchkey" children on how to handle every possible crisis situation – medical emergencies, leaky bathroom pipes, fires, blackouts, dog bites, strangers at the door, etc.; how to make house rules and schedules, fix 30-minute meals, mend clothes, and more.

Kyte, Kathy S. *Play It Safe*. Knopf 1983

Guide to personal safety and crime prevention. Covers how to avoid harm and/or theft through taking certain precautions and includes chapters on rape and physical abuse. The humorous drawings and lively style will make both books appealing to younger teens.

Laiken, Deidre S., and Alan J. Schneider. *Listen to Me, I'm Angry*. Lothrop 1980

How to recognize and accept your angry feelings, constructive ways to express them, and if further help is needed, where to find expert counseling.

Laiken, Deidre S., and Alan J. Schneider. *The Sweet Dreams Love Book: Understanding Your Feelings*. Bantam 1983

Explores the emotion of love – why we are attracted to certain people, why some are afraid of falling in love, how to recognize true love, agree on commitment, deal with jealousy, avoid misunderstandings and mend a broken heart. Both books are written by a former New York City teacher and a psychotherapist who works with teenagers.

Landau, Elaine. *Why Are They Starving Themselves?* Messner 1983

An examination of the eating disorder anorexia nervosa and "the sister sickness" bulimia – the symptoms, causes and treatments, interspersed with incidents based on real girls' lives. Also gives references to organizations in the field. Written by a young adult librarian who is the author of several other self-help books.

Lindsay, Jeanne Warren. *Pregnant Too Soon*. Morning Glory 1980

An exploration of "adoption as an option" by the coordinator of a teen mothers' program in the California school system. Ninety-four percent of pregnant teenage girls keep their babies. Author does not preach but makes her point by having teenagers tell their stories about this difficult decision they had to make and the results.

Lindsay, Jeanne Warren. *Teens Parenting*. Morning Glory 1981

An excellent child-rearing book, covering stages from pregnancy to toddler. Interspersed with the stories of 61 school-age parents, those who were and those who were not successful at raising their children in marriage or as a single parent. Emphasis on the special problems of raising a child as a single parent – money matters, returning to school, trying to start a career, where to get help in the community.

London, Kathleen, and Frank Caparulo. *Who Am I? Who Are You?* Addison 1984

A guide to help teenagers understand their feelings of insecurity, love, anger, helplessness, jealousy, embarrassment, etc., and to help them gain control of their feelings by expressing themselves in positive ways instead of trying to ignore and hide their feelings. Since teenagers are more at the mercy of their feelings and emotions than people at any other time of their life, this book is invaluable. Written by a director of a parenting program for teenagers and a consultant for Family Life Education.

Madaras, Lynda, and Area Madaras. *What's Happening to My Body?* Newmarket 1983

A guide to puberty aimed at girls in their preteens and early teens and their parents, written by a teacher of health education with the help of her teenage daughter. Emphasis is on the physiological changes in girls with thorough coverage of menstruation including toxic shock syndrome. Puberty in boys is also covered and certain aspects of sexuality touched upon such as birth control, VD, homosexual feelings, rape, incest, etc.

Madaras, Lynda, and Dave Saavedra. *What's Happening to My Body? Book for Boys*. Scribner 1984

A guide to puberty aimed at boys and their parents, a companion piece to above title for girls, written in collaboration with a 15-year-old boy. Provides basic information that boys want and need about what's happening to their bodies as they go through puberty. Includes anecdotes and true-life experiences from the boys in Ms. Madaras' health education classes.

Mitchell, Joyce Slayton. *See Me More Clearly*. Harcourt 1980

Career and life planning for teenagers with physical disabilities. Stresses what is possible and what careers can be pursued. Realistic and positive approach. Special section on evaluating skills that an individual has and skills that should be developed. Author is an education consultant and former school counselor.

Richards, Arlene Kramer, and Irene Willis. *Leaving Home*. Atheneum 1980

An examination of the process teenagers go through in separating psychologically and physically from their parents, the resulting emotions and problems experienced by all those involved and how to deal with them. Written by a psychologist who works with young people and a high school teacher.

Rofes, Eric E., ed. *Kids' Book of Divorce.* Lewis 1981

A practical guide to children's feelings about divorce and their rights written by students ages 11 to 14 from a school in Cambridge, Mass. and edited by their teacher. Based on their own experiences and on interviews with other young people, counselors, divorce lawyers and judges. Covers custody arrangements, adjustment to the divorce and to a single-parent household, stepparents, parents' boyfriends or girlfriends, gay parents. The students have done a terrific job.

Rosenbaum, Alvin. *The Young People's Yellow Pages.* Putnam 1983

A comprehensive "information-bank" of programs, resources and services for teenagers to help them plan for the future and to deal with present-day problems, plus a discussion of each issue such as careers, trade schools and training programs, college, dating, drugs, pregnancy, emotional problems, suicide, etc.

Rosenberg, Ellen. *Growing Up Feeling Good.* Beaufort 1983

The physical, emotional and psychological aspects of growing up, written for the 9- to 14-year-olds by the director of the Growing Up Feeling Good programs for elementary and secondary schools. Covers potentially embarrassing situations and suggestions on how to handle them. Excellent chapters on death and on being disabled, with handicapped people of all ages talking about how they feel, how they have coped with their disability, and how they would like to be treated.

Scheele, Adele. *Making College Pay Off.* Ballantine 1983

A guide for the college-bound student, with a different approach, written by a career strategist. College is seen as a laboratory for experimentation, discovery and connection-building that can be used effectively after graduation. Shows students how the college experience, through the use of mentors, clubs and activities, working with internships, tests and papers, can be a source of contacts, power, creativity and opportunity.

Schmidt, Peggy J. *Making It on Your First Job.* Avon 1981

Aimed at the college-bound high school student and college students looking for their first job. Covers job hunting, courses and programs to consider in college that will help prepare one for the job market and how to be successful at the first job. Discusses "office etiquette," the kinds of bosses and how to get along with them and with coworkers, office politics, ethics, discrimination. The author is college and career editor at *Glamour* magazine.

Shaw, Harry. *The Joy of Words.* Dodd, Mead 1984

How to get the most out of your dictionary and the best way to use it to expand your vocabulary, written by the director of the Workshops in Composition at New York University.

Sims, Naomi. *All About Hair Care for the Black Woman.* Doubleday 1982

A comprehensive coverage of hair care by the former model and now head of a successful wig business. Discusses the nine basic Black hair types, processes for relaxing hair, cutting, styling, etc. and hairstyles of Black women from ancient times in Africa to present day in America.

Sternberg, Patricia. *Speak to Me.* Lothrop 1984

Full of good suggestions and examples of how to be a good listener and conversationalist. Includes: starting a conversation; keeping it going; making introductions; making, accepting and declining invitations and dealing with problems; interspersed with comments from students.

Stewart, Marjabelle Young. *The Teen Dating Guide.* NAL 1984

A handbook for those who have started dating or are ready to date, with lots of tips for first dates, double dates, car dates, blind dates, how to give great parties, say no, handle breaking up, etc. Also tips to girls on how to talk to and ask a boy out and vice versa. The author teaches courses in etiquette to teenagers.

Swiger, Elinor Porter. *The Law in Your Everyday Life.* Prentice 1979

How laws are made, enforced and defined in court and how they pertain to teenagers. Areas covered include working, driving, drugs, pornography, buying and borrowing, marriage, parents, education, etc. Contains state-by-state list of Federal statutes and cases cited in book. Written by a lawyer.

Vedral, Joyce. L. *I Dare You.* Holt 1983

A guide to how to get what you want out of life and be happy through learning how to set goals, organize your time, respect yourself and use psychology in dealing with yourself and others. Written by a New York City high school teacher.

Wetherall, Charles F. *The Gifted Kids Guide to Creative Thinking*. Wetherall Pub. 1983

A program laid out for anyone who wants to think creatively. Humorously illustrated. Explains the four kinds of creativity, gives exercises to limber up your creating muscle and teaches techniques to use creative thinking to solve problems.

Wong, Diane Yen-Mei. *Dear Diane: Letters from Our Daughters*. Asian Women United of California 1983 (2 vol.)

Problems of Asian teenagers presented in a question and answer format in letters in English and Chinese and in English and Korean (two separate volumes). Most of the problems are universal, but some pertain only to children of recent immigrants, especially the conflicts between children and parents resulting from the clash of the two cultures. The author is former executive director of Chinatown Youth Center in San Francisco.

NYLA RESPONDS TO REALITIES AND ALLIANCE FOR EXCELLENCE

A specially appointed subcommittee of the New York Library Association's Legislative Committee was named in January 1985 to consider the legislative implications for New York State of two recent education studies. The subcommittee, led by Chair Carol Anderson, was initially asked to focus on the recommendations in *Realities: Educational Reform in a Learning Society*. This statement was prepared by the American Library Association's Task Force on Excellence in Education chaired by New York State Librarian Joseph Shubert.

The charge was expanded later to include *Alliance for Excellence*, which resulted from the "Libraries and a Learning Society" project sponsored by the Center for Libraries and Education Improvement of the United States Department of Education, Office of Educational Research and Improvement. An internal "discussion document" has been prepared; it will be revised as the debate continues, comparing the recommendations of each document with State action at present and for the future, outlining necessary steps for NYLA leadership and the Legislative Committee.

In addition to Anderson of SUNY Albany, the subcommittee includes NYLA members Mary Brink, Ruth Fraley, Fran Nathan, Judith Place, Hazel Podraza and Charlotte Miller.

MARY K. CHELTON RECEIVES GROLIER FOUNDATION AWARD FOR STIMULATION OF READING BY YOUTH

Mary K. Chelton, coeditor of *Voice of Youth Advocates (VOYA)*, is the recipient of ALA's Grolier Foundation Award. Chelton was honored at the Inaugural Banquet during ALA's Annual Conference.

Donated annually by the Grolier Foundation and administered by ALA, the $1,000 award and citation are presented to a librarian who has made an unusual contribution to the stimulation and guidance of reading by children and young people.

VOYA, a bimonthly publication, features articles of interest to those working with young adults. Chelton has "created a forum for sharing ideas, discussing issues, and reviewing media relevant to young adults' concerns and interests. Her career as librarian, teacher, lecturer, and young adult consultant reflects her active role on behalf of youth," stated the citation.

Chelton has coedited *VOYA* since 1978. She is currently director of programming and community relations for the City of Virginia Beach (VA) Department of Public Libraries. From 1980-84, she worked as a consultant for the Center for Early Adolescence in Carrboro, NC. She has taught young adult services courses in the library schools at the University of Alabama, Tuscaloosa, and Rutgers University, New Brunswick, NJ and served as young adult librarian in several library systems. She is also a past president of ALA's Young Adult Services Division and has served in leadership positions in other library organizations.

NATIONAL PHOTO WINNERS ANNOUNCED

Winners in the "Nation of Readers" national photography contest sponsored by the American Library Association were announced by President E. J. Josey at the opening session of ALA's 104th Annual Conference.

There were four separate categories for youth, adults, color, black and white, and a President's Prize ($100). The President's Prize was awarded to Marc Parfait, of South Ozone Park, NY, for a black and white protrait of a girl reading near a window. The entry was the top winner in the local contest sponsored by the Brooklyn Public Library. Receiving honorable mention in the Adult black and white category was Doris Cohen, Penfield Public Library, Rochester, NY, for "Storyhour."

STRENGTHENING YOUNG ADULT WORK WITH THE NEW YOUNG ADULT STANDARDS

By Rhonna A. Goodman, Assistant Coordinator of Programs and Services, New York Metropolitan Reference and Research Library Agency, Inc. (METRO)

A small town library; three librarians. One is the director and in charge of adult services, one is the children's librarian. The third does reference, reserves and whatever else comes along. Who is taking care of the needs of the adolescents?

VIGNETTES OF NONSERVICE TO YA'S

A large urban library system. Money is tight. There is a new director looking for ways to impress his board. Why not eliminate Young Adult Services – just think of the big savings. After all, the school libraries take care of the needs of young people, so there is no reason to have the service.

A wealthy suburban library. An impressive reference department which is complete with data base searching for the public. However, no one under 18 is allowed to use the service because the reference department staff feels that young adult needs can be met with the available print materials.

A "Three R's system." It has an impressive "open door" policy for interested members of the public to use any of the available resources in the academic or special libraries in the region. Any member of the public, that is, over 18 years of age.

A state reform school. A student population that is greatly behind in its reading ability. There is a dedicated staff using classroom materials, but there are no quality recreational books. Also, shyness exists on the part of the residents to ask for certain information, because they are afraid their needs may be misinterpreted or used against them.

A couple of 16-year-old boys who are interested in microcomputers. Their school doesn't give them enough time to work in a concentrated way on the machines. Their parents can't afford to purchase micro's. Unfortunately, the public library's micro is in the children's room, and the teens are actively discouraged from using it.

A group of adolescents with a video camera. They've written, performed and taped their own production. They would like to show it to family and friends, but none of them has a space large enough. They ask at the public library and are told that the evenings on which the building is open are filled with adult programs. There is no means for appeal.

We've come full circle. Why, in 1981, did we librarians feel the time was right to produce a new set of youth standards? All around us we saw libraries making great leaps into the technological and philosophical waters – but services to youth were being left on the beach – especially Young Adult Services. Instead of pushing Young Adult Services along with the rest of their service needs, administrators were content to allow YA to either stagnate or be eliminated altogether. Those that did have Young Adult Services were not always sure just what to expect from the unit. Young Adult was beginning to head the list of an endangered library species.

NEED FOR STANDARDS

Those of us who were committed to Young Adult Services believed that a strong new set of "standards"[1] would help both Young Adult practitioners and administrators "implement quality service" to youth. We hoped to develop a guide "by which librarians and administrators may assess the strengths and weaknesses of their youth services and make immediate and long-range plans to reach desired goals." We also saw standards as helping trustees, local government and the general public understand Young Adult Services and develop a policy for strengthening, not weakening, this vital specialty.

"...encourage librarians... to become aggressive in stating their needs...."

We wanted to encourage librarians who are working with young people to become aggressive in stating their needs and their goals to administrators and trustees, and to have a tool to justify the satisfaction of these needs. That the *Standards* may be used in that way is

shown by the quotations from them that appear in this paper.

There are certain circumstances in New York State that, upon reflection, were a force in the writing of the *Standards*. Training for new Young Adult librarians is unknown in most parts of New York since there is a chronic lack of Young Adult consultants in the public library systems. New Young Adult librarians work in a vacuum. We hoped that the *Standards* would impress on system directors the need for qualified consultants if they want their systems to give quality service.

A different but important problem, which we hoped *Standards* would address, was that of the recurring issue of censorship. Books for young adults can raise parents' emotional level to the point of boiling. For the first time they see their "children" reading books with "bad language" and sexual descriptions and confronting issues that may be morally offensive to the parents. The *Standards* clearly state that "the teenage years are years of great curiosity. Books that satisfy that curiosity should be purchased and made available...."

APPLICABILITY OF STANDARDS TO PROBLEMS

How the *Standards* address the issues stated above can now be delineated. The *Standards* take a very definite position on staffing. They state that every library should have a person in charge of Young Adult work. This person should enjoy young adults and be knowledgeable about their interests and needs. In a library with two full-time professionals, under the guidance of the system-level consultant, the adult services librarian should integrate the adult needs of young adults when purchasing books and should be able to highlight those adult books that may be interesting to young adults. These books can then be pulled out and shelved with the YA books and/or highlighted for display. The children's librarian should order those juveniles that are written for young adults. This is not always easy, since Young Adult books can, at times, be rather steamy. When there are three professionals in a library, one should be Young Adult! Keep in mind, however, that the Young Adult specialty, as is true of adult and children's services, also includes reference, programming and outreach.

A very few years ago, a major urban library system, not in New York, eliminated its office of Young Adult Services and stopped encouraging new librarians to take up the specialty. Within a short period of time, complaints from parents and young people themselves started coming in. They felt that the needs of teenagers were not being met. The Young Adult sections in this system's branches were becoming standardized and not meeting the interests of the teenagers in the individual neighborhoods. Creative programming, class visits and the like were all gone. A few years later, the library system, in reappraising itself, noted that the enthusiasm and innovative spirit in its branches were disappearing. It reconsidered its initial decision and started to bring back YA. With an approved set of standards, which clearly state the case for the service, the energy that was used to eliminate Young Adult Services could have been used to modernize and streamline it.

"Young adults must have access to the entire range and collection...."

Reference departments in more and more pubic libraries have access to data base searches and, of course, in New York State, interlibrary loan is well established. In many towns, however, young people are effectively eliminated from using these services because of age requirements. The *Standards* state: "Young adults must have access to the entire range and collection of library services." In other words, whatever "microforms, audiovisual materials and equipment, interlibrary loan service, reserve systems" that are available in a given library should also be available to young adults.

On the issue of "objectionable books," the *Standards* provide that the librarian cannot take on the role of moral interpreter to young adults but should provide clear and concise information. Personal requests should not be reported to parents, teachers, friends or authorities. The Freedom of Information Law applies to all individuals regardless of age.

A public library should have an outreach program so as to meet the needs of young people who do not have access to the library building itself. To benefit youth in a reform school, services to the institution could include "deposit collection programs, special booklets, delivery of films to be shown to residents...." Visits by the youth librarians to work with the teachers in finding suitable materials is a necessity. Of course, the youth librarian should be conscious of all the social service agencies in the service area that work with youth and should be as cooperative as possible. An example is arranging a showing of films on sexuality, birth and delivery, venereal diseases and other such relevant topics to social workers who work with unwed mothers.

"...a 'board' of young people who will help to plan, create and execute programs."

The purpose of a public library is to serve the information needs of all the residents in a community. Therefore, "each public library, regardless of size, should provide programming for young adults." If young people approach the library with an idea for a program, the library should make every attempt to accommodate them. The library can have a "board" of young people who will help to plan, create and execute programs. The library should actively publicize programs. If the staff is worried about crowd control, proper monitoring activities should be provided. A program does not have to be an elaborate affair, but it "should reflect the needs of the community...programs should focus on current young adult concerns and enthusiasms."

The *Standards* go into great detail on how a Young Adult collection should be set up. Basically, a YA collection should be housed "within or adjacent to the adult area"; YA's have left the children's department both physically and emotionally. A YA department, unlike a children's department, is not a world unto itself. It is the transitional area where adolescents find the best in juvenile and adult materials that are available to them. It is most important that Young Adult shelves be fluid. When a book has lost its appeal, for whatever reasons, even if it is in pristine condition, it should be removed. If an adult or a juvenile book seems to the librarian to be of YA interest, it should temporarily be placed in the collection. A Young Adult collection should not become a section of only teen novels. This would limit the impact of the collection and would not give young adults the tools to stretch themselves. "The librarian has the responsibility to introduce young people to a broad range of materials." Nonprint materials that reflect the high interest of young people, such as videotapes, audiotapes and recordings, should be purchased.

WEAKNESS IN YA: LACK OF LEADERSHIP

It is the responsibility of a library administrator to find top quality staff to run the youth departments. The *Standards* clearly state the duties of youth librarians and include a nine-area competency statement devised by the Young Adult Services division of ALA. In early 1985, however, there are two severe weaknesses in Young Adult Services in New York State. The first is that among the 22 library systems, there are only 3 library systems with full-time Young Adult consultants and 2 with shared responsibilities (either children's or adult work). According to the *Standards*, a systemwide consultant should be responsible for "collection evaluation and development, training and continuing education, and systemwide outreach projects." Without leadership and specialty training, Young Adult Services cannot really flourish. Even the most dedicated practitioner needs training, fresh ideas and a forum for exchanging ideas.

The second weakness is the lack of a statewide Young Adult consultant. This person would be responsible for "coordinating activities and information" relevant to the Young Adult specialty. The consultant would act as a liaison between "public librarians and the State and national organizations and institutions concerned with youth." The consultant would monitor statewide planning, legislation and judicial decisions "pertaining to Young Adult work."

It is YA librarians' hope that, as system and State administrators study the *Standards*, the need for leadership at these levels becomes apparent and the commitment to Young Adult work is made.

Standards are useful only if they are implemented. The Task Force on Standards for Youth Services, Youth Services Section, New York Library Association, hopes that the document will serve as a tool that provides directors, system administrators, trustees and the State with "a better understanding of the scope and purpose of youth services." We expect that by putting into practice the stated goals and objectives of the standards, Young Adult Services and public library services in New York State can be strengthened.

REFERENCE

[1] Youth Services Section, New York Library Association, *Standards for Youth Services in Public Libraries of New York State*. New York, New York Library Association, 1984. ISBN 0-931658-06-3. Copies may be ordered for $5.00 each from the New York Library Association, 15 Park Row, Suite 434, New York, New York 10038. On mail orders the charge for mailing and handling is: 1-5 copies, $1.00; 6-10 copies, $1.25; bulk orders, $1.50.

WOULD TEENS RUN RIOT IN THE LIBRARY? YOUTH PARTICIPATION IN PUBLIC LIBRARIES

By Ristiina Wigg, Children's Services Consultant, Mid-Hudson Library System, Poughkeepsie, NY

"Teenagers are too busy to read and don't use libraries except for homework." This is the experience of many librarians who are puzzled about how to attract teens to the library. One method of attracting teens is to plan ways they can help provide their own programs and services. In 1984, two libraries in the Mid-Hudson Library System developed young adult programs funded by MHLS Special Purpose Grants.[1] The programs involved teens in unique ways.

YA VIDEO AT HIGHLAND FREE LIBRARY

Library Director Carol Rankin of the Highland Free Library coordinated a video program. She had developed a good relationship with the young adults who use the Library and established an Advisory Committee made up of Young Adults. The young people wanted the Library to be more up-to-date and especially to have video showings. (In Highland, with a town population of about 7,875, this is important because the only movie theatre shows strictly X-rated films.) Through Rankin's efforts, money for equipment was obtained through the Mid-Hudson Library System Special Purpose Grant Program. The following description of the video project is taken from Rankin's report.

"The Young Adult Advisory Committee Video Project involved the purchasing of video equipment, including a videocassette recorder and color television, to be used for presenting a video program at the Library. This program had three main objectives:

1. To offer a new service to current patrons and to try to draw new patrons to the Library, including children, teens and adults.
2. To involve the Young Adult Advisory Committee in the planning, selection and supervision of a series of video programs to further promote their interest and involvement in the Library, which in turn, leads to a new group of users being attracted to the Library (such as teens, who have not used Highland Free Library as extensively as others).
3. To demonstrate to other System members the possibility of using such a group in helping develop a realistic video program.

" 'The teens planned...set up.. cleaned up afterward and did...publicity.' "

"Under the supervision of the library director, the Committee met and decided on the titles to be shown. Titles chosen included, for the most part, videos of feature films such as DARK CRYSTAL, DUCK SOUP, DRAGONCASTLE, HOBBIT and HALLOWEEN. The most popular videos proved to be THE MAKING OF MICHAEL JACKSON'S THRILLER, SPLASH, ROMANCING THE STONE and LORD OF THE RINGS.[2] The teens planned the showings, set up the equipment, cleaned up afterward and did all the necessary publicity. They were also responsible for keeping statistics on the audience size for each showing. Videos shown were either borrowed from the Mid-Hudson Library System or rented at local video stores. They were shown Friday evenings. Publicity included posters in town, announcements in Highland Elementary, Middle and High School and information on the showings in local newspapers. The Committee held monthly meetings to discuss the video project.

"The Young Adult Advisory Video Project was useful to both the Library and the community. Not only has the Library been able to offer a new service to the community; new patrons have been attracted as well. And, although this was designed with young adults in mind, all

[1] The Mid-Hudson Library System has a competitive grant program to encourage excellence and innovation in library service. Each year member libraries are encouraged to submit grant proposals for amounts up to $3,000 for projects and programs which will benefit libraries and library users of the MHLS area.

[2] In spring 1985 the MHLS Audio-Visual Department is investigating the applicability of public performance video restrictions on public libraries.

ages have attended the showings. Some key observations:

1. The attendance is significantly higher with current videos rented from stores; the timeliness has proved to be an important factor in having a video program.
2. Fantasy and horror films are most popular with young adults; the Library purchased books that tied in very nicely with some of the films shown, and many of the books were checked out right after the movie was shown!

"'...young people who came to see the films did check out books.'"

3. Even though the promotion of reading was not the purpose of this project, many young people who came to see the films did check out books. Teens were pleased to discover the books which had been purchased to supplement the films. It was heartwarming to see nonreaders checking out something to read.
4. Working with the Young Adult Advisory Committee was the best method of planning and presenting such a program. The kids were responsible for practically every phase of it so they took more of an interest in seeing the project become a success. Peer pressure can be a wonderful thing (sometimes!). The committee did a great job; they proved that it is important to have such a group aid in the presentation of a successful video program for teens.

"In addition to statistics, user surveys were developed and distributed by the Young Adult Advisory Committee to the program audience. Following are the questions with some of the answers:

1. Do you enjoy the movies shown by the Young Adult Advisory Committee? The majority of those surveyed answered yes.
2. What movies would you like us to show in the future? Suggested by various age viewers were ICE PIRATES, age 11; INDIANA JONES AND THE TEMPLE OF DOOM, age 10; horror movies and adventures, age 13; PINOCCHIO, age 9; and GHOSTBUSTERS, age 11.
3. Do you think they should or should not continue? Why?
   'Yes, because I think you make good choices.'
   'Yes, because they are very good shows.'
   'Yes, because they're fun.'
   'They should because the movies are good for children, and it gives them something to do.'"

TEEN SCENE AT KINGSTON AREA LIBRARY

The second program funded for teenagers through the Mid-Hudson Library System Special Purpose Grant Program was Teen Scene at the Kingston Area Library. Children's librarian Marianne Van Zandt reports: "Teen Scene was a program for YA's, in effect a rap session for teenagers, which ran for seven weeks in the summer of 1984 in the Kingston Children's Library, during which masses of brand new paperbacks were displayed and could be borrowed.

"'...encourage their use of the library and... to read more.'"

"The program came about because we, the Library staff, realized that there was not adequate service for this age group. Teenagers seemed to be either drifting away from the Library, or drifting around aimlessly while they were there. Rather than lose them we wanted to encourage their use of the Library and, in particular, to stimulate them to read more.

"The organization of the Library was not at all conducive to use by teenagers. We had no YA Librarian. There was no one who was solely responsible for selection and acquisition of YA materials. There was really not even a separate, defined YA collection. All of this meant that not only did we not have an adequate collection for this age group, but neither was there one area of the Library that YA's could feel was their own.

"Wanting to remedy this situation, the Library applied for and obtained a grant of just under $1,400 from the Mid-Hudson Library System to purchase a selection of YA books and to pay two consultants to run a summer program for teens.

"It was only after the grant application had been submitted that I, the children's librarian, became involved. I had a sneaking suspicion that I would be the one to whom the program would be turned over once the funding was definite. And I must admit that initially I was somewhat daunted, not to say dismayed, at the prospect. It's one thing holding a storyhour for 20 toddlers, but a bunch of teenagers...! Would they be interested? Would

they run riot in the library? A lot of them are bigger than I am!

"I decided that what I wanted to do was encourage reading, provide plenty of books that the kids would want and have them feel that indeed the Library did have something just for them – that their needs and wants were important and would be listened to. I ordered $700 worth of paperbacks, hired a social worker to lead discussions, and so Teen Scene started. It was to be a two-hour period once a week when the Library was open only to YA's, when they could come and talk about whatever they wanted in an informal atmosphere and when there would be plenty of enticing paperbacks from which to choose.

"The program was advertised in the local media and in the Library but word of mouth proved to be the most effective means of attracting the participants. We also scheduled a showing of THRILLER at the first meeting, reckoning that this would be an inducement.

"Fourteen kids came on the first evening. These were mostly younger teenagers, between 12 and 14 years of age, and all were local kids from the neighborhood. The first meeting was really an introduction to the program. We explained that this was their time, that over the next six weeks we would talk about issues that were important to them, that we'd have the new paperback collection on display each time and that there would be no limit to the number of books they could borrow.

"'...the topic everyone wanted to discuss first... careers!'"

"THRILLER was a big success, but afterward everyone suddenly became shy and tongue-tied when it came to choosing a topic they wanted to discuss. I passed around a sheet of paper, and that way everyone could choose anonymously. All the usual subjects came up during the six weeks – alcholism, drug abuse, sex, child abuse, violence, blacks and whites, mixed marriages. What surprised me was the topic everyone wanted to discuss first of all – careers!

"'...extremely positive for the kids by enhancing their self-image..'"

"Every week a topic was chosen for the next week, photocopies of related articles were made, videos on the topic were booked. Paperbacks were displayed face up on the tables and never pushed. At the first meeting, 14 kids borrowed 49 titles. This dropped as the summer went on and so did the attendance. There was a core of about nine who attended reguarly. All of them were on their best behavior. This program was extremely positive for the kids by enhancing their self-image and helped me become more sensitive in book selection.

"As a follow-up to the program, I and other staff members at the Kingston Area Library are in the process of setting up a YA section to be located in a corner of the adult fiction room. Through the use of posters and special slanted shelving, such as that used in large chain bookstores, this area will be made attractive to teens. Also now that a computerized circulation system has been installed, YA circulation will be counted separately. This will help us more effectively evaluate our services to teenagers."

ABOUT THE PROGRAMS

Carol Rankin and Marianne Van Zandt used grant money to demonstrate ways that teens can be involved in planning the direction of library programs for young people. Grants are certainly not necessary. If teens want more books or services from the library, they can often think of ingenious ways to raise funds. At the Highland Free Library, young people made money running a book sale and selling pencils imprinted with the slogan "Stolen from the Highland Free Library." Carol Rankin's experience has been so positive that she recommends that every library establish a Young Adult Advisory Committee. Librarians who tap the energy of young people gain resourceful allies and give young people the sense of contributing to the library and to their community.

INPUT AND OUTPUT: THE FUNCTIONING OF A YOUTH ADVISORY COUNCIL

By Suzanne M. Ponzini, Youth Services Librarian, and Sheldon L. Tarakan, Community Relations Coordinator, Port Washington (NY) Public Library

The decorations are in place and the room is aglow with the festive air and trappings of a celebration. The participants gradually fill the room; old acquaintances are acknowledged and new ones readily formed through recognition of a common purpose. Invitations were mailed and the event was widely publicized throughout the community: "You are cordinally invited to attend the Fourth Annual Youth Advisory Council Birthday Party. Students in grades 7 through 12 are invited to come and learn about the Youth Advisory Council, meet the members and join in the festivities. New members welcome."

PURPOSE AND FORMATION OF YAC

The Youth Advisory Council (hereafter called YAC) at the Port Washington Public Library has been in existence since March 1981 and is still going and growing stronger. At this point it consists of 37 active members, with new members being sought on an ongoing basis through frequent publicity in the schools and at library programs designed for youth. Essentially, the YAC is a group of dedicated young people of junior and senior high school age who meet on a regular basis in the library to discuss with the Youth Services librarian the interests and concerns of the youth of the community served by the library. In this way, the library attempts to channel the energies of this very energetic body of young people into creative and positive activities and at the same time give youth a voice in the functioning of the library as it relates to them, a voice which adolescents in general desperately want. The disparity between the age groups involved – junior and senior high school – is minimized by the fact that these two diverse groups genuinely listen to and respect each other's ideas. YAC members are also able to think beyond their individual tastes and self-interests for the benefit of all the young people of the community in an attempt to provide the widest possible base for services, programs and materials.

"The library has made a commitment to..a YAC...."

The members of YAC understand that their role is of an "advisory" nature. Their plans and program recommendations are subject to those modifications felt necessary by the Youth Services librarian in the interests of quality and the physical and financial limitations under which the library operates. The library has made a commitment to the formation of a YAC and, with it, a commitment to give serious consideration to the recommendations and suggestions made by these concerned young people.

The YAC was formed with the idea that if the Youth Services librarian was dedicating a majority of her 35-hour work week to planning and implementing programs, services and collections for young adults, she might as well get some input from the source – the experts on being teenagers in Port Washington in the 1980's – the youth. The proposal for the formation of the YAC was presented to the library director and the Library Board of Trustees. The idea received their immediate and enthusiastic support, and shortly thereafter an invitation was sent to YAC members to attend Library Board meetings on a regular basis to report on their activities. The members of the YAC were encouraged by this vote of confidence and recognized that it meant that they were really being heard. They were not just speaking with the Youth Services librarian, rather they were communicating directly with the policymakers of the Library who were sincerely interested in what they had to say. Several Board members remarked that they enjoyed hearing from YAC members and were enthusiastic about their proposals.

"[YAC] To encourage responsibility and creativity...."

The goals and objectives of the YAC were stated from the outset in a clear and concise manner. The Goals and Objectives Statement states that the Youth Advisory Council is organized:

1. To encourage responsibility and creativity among the young people of the community by encouraging

their participation in library service.

2. To involve young people in the functioning of the library by seeking their input on programs, services and materials specifically for youth, and thereby, improve service to that age group.

3. To develop a work force of responsible and involved youth that will direct its efforts at library and/or community activities for, or involving, young people.

4. To develop a communications network of young people to publicize library activities.

ORGANIZATIONAL STRUCTURE

The YAC is organized into six committees – Book Reviewing, Programming, Media Previewing, Publicity, Video Production, and Recordings. Depending upon his or her particular interests, a YAC member may participate in one or even all of the committees. The committees meet on a regular basis with the Youth Services librarian to plan and help implement programs and services and to assist in the selection of materials.

Fifteen members of the YAC constitute the Book Review Committee. These are usually people who are avid readers who enjoy discussing their reading and aren't afraid to assume a highly critical posture toward books being written for them and their peers. Periodically the committee members receive review copies of new books recommended for young adults. The books are provided by the Young Adult coordinator of the Nassau Library System. The reviews ultimately appear as part of coordinated order lists sent to member libraries by the Nassau Library System. These order lists constitute one of the most valued selection tools for YA librarians in the county.

To become a reviewer, the committee member fills out a "Book Review Interest Sheet" which indicates the type of books he or she would like to read and review. Each reviewer is then given some brief advice on the basics of reviewing. In this way, the YAC is directly involved in the materials selection process, and their impact is felt throughout Nassau County. The youth perspective offered in these reviews is extremely valuable to YA librarians in making materials selections.

PROGRAMMING COMMITTEE

The Programming Committee consists of 22 YAC members who meet on a regular basis to discuss ideas and work on developing them into programs of interest to young people. Their input into program content varies from one program to the next and may range from simply providing the idea, to recommending people to do the program, to total involvement in planning, executing and hosting. Of all the committees, the Programming Committee probably has the most visibility in terms of the many youth-oriented programs sponsored by the library. Typical of the programs generated by the group are the Annual Science Fiction/Fantasy Festival, an all-day, hands-on "Computers and Computer Graphics" Festival; "You're On," an informal evening of musical entertainment by local youth; "Fun With Computers: Make Your Own Arcade Games," an evening of Dungeons and Dragons and other role-playing games; a jazz concert; several rock concerts; a "Trivia Challenge"; a breakdance demonstration; as well as first-run, feature-length films. Many of these programs have received financial support from the Friends of the Library, and in the case of the "Computers and Computer Graphics" Festival, from a memorial fund established in the name of a former local school teacher specifically to present youth programs.

MEDIA PREVIEWING

"Typical...screening and selection of...old cartoons [for] Cartoon Festival...."

The Media Previewing Committee, with 28 members, is the most popular of the YAC committees. The members screen and discuss films and videotapes for possible program use or for purchase, either by the library or the Nassau Library System. Discussions of the films viewed focus on whether the reviewers liked the film and why, the appropriateness for the intended age group, and how the film might be used in a program. Typical of the projects undertaken by the Media Previewing Committee are the screening and selection of several old cartoons in the Nassau Library System collection for use in a summer evening Cartoon Festival; their viewing "Pick Up Your Feet: The Double Dutch Show," a popular videotape, resulted in the library purchasing the tape and presenting a subsequent program involving video artist Skip Blumberg as well as a live demonstration with audience participation of double-dutch jump-rope; their viewing of two sex-education films, "Diary, Diary" and "Am I Normal?" resulted in a filmmaker program; their viewing and discussion of several films made from short stories were later used in a film/short story discussion series at a local junior high school.

PUBLICITY

The 12-member Publicity Committee is involved in helping to publicize the YAC and all YA programs and services at the library to the target audience. This committee developed a YAC recruitment flyer and program questionnaires. They have also introduced and hosted several YA programs and provided ushers and people to help with refreshments. One of the highlights of this committee's activity was the partial hosting of a program featuring Maggie Kuhn, national convenor of the Gray Panthers, a group which lobbies for age equality and whose motto is, appropriately, "Age and youth in action." The Publicity Committee assisted the library's Youth Services librarian in a presentation at the local high school about YAC and its activities. They worked with the Video Committee on the production of a YAC public relations tape highlighting YAC committees' activities. They regularly help plan the annual YAC birthday party which serves as both a celebration for, and "thank you" to, YAC members, and it is a way to recruit new members.

VIDEO

One 15-member committee is involved with Video Production. Many of these committee members are trained in all areas of video production – use of equipment, interviewing, editing, etc. As part of a summer Young Adult Video Workshop, the participants received intense training in these skills and produced several videotapes, including "The Other Side of the Library" (library public relations), "Windsurfing on a Motorcycle While Cooking Up a Mystery" (Port Washington interviews), "Synchronicity II" (a music video) and "I was a Teenage Road Warrior" (a spoof on a popular feature film).

"...help tape special activities...of the various YAC Committees."

Committee members help tape special activities when needed, such as the Science Fiction/Fantasy Festival video activity program in which participants actually create video scripts and skits. The committee worked with the Book Reviewing Committee on a short (one minute) cliff-hanger, "Book Talk," on Jay Bennett's YA mystery, *The Executioner*. The committee also worked on a YAC public relations tape highlighting the activities of the various YAC committees.

The YAC's newest committee, with 18 members, meets to discuss suggestions for the purchase of recordings of interest to young adults. So far committee members have been involved primarily with recommending purchase of popular music and comedy recordings. Over 100 records have been purchased by the library as a result of their suggestions. The committee will also be working on recommendations for audio- and videocassette purchases.

SPECIAL PROJECTS

The YAC occasionally takes part in special projects sponsored by community organizations. One such project, entitled "Child Watch," was sponsored by the North Shore Child and Family Guidance Center. The "Child Watch" project involved interviews with over 300 children and adults in the Port Washington and Westbury areas. The questions sought to identify children's thinking about nuclear war, environmental issues, role models and personal life goals. A conference dedicated to reporting the results of the survey took place in November 1984. Four YAC members involved in the actual survey attended. Their contribution to the conference was termed significant by its sponsors. The YAC also took an active part in an essay contest which grew out of the "Child Watch" project. Entitled "The Future: How I Can Make a Difference," the contest attracted over 500 entries from young people in Port Washington and the surrounding area. It was sponsored jointly by the North Shore Child and Family Guidance Center, the Gray Panthers – Nassau County North Shore Chapter and six local public libraries.

"...respect for the abilities of these dedicated young people."

The YAC experience at the Port Washington Public Library has been a mutually rewarding series of successes, not only in visible terms but in the way the library and the young people of the community view each other. There is an abiding respect for the abilities of these dedicated young people. The library administration has come to regard them as a valuable asset in library planning. Consequently, the young people have fostered a greater respect for the library by the

youth of the community who make extensive use of the institution's facilities and collections.

SETTING UP YAC'S

Librarians and administrators who want to implement the Youth Advisory Council idea in their own institutions should be aware of some of the complications involved in such an undertaking. First, it is vital that the YAC have the sincere support of the library's administration and policymaking body, including a firm commitment to act upon YAC recommendations within a reasonable time frame. This support, so necessary for the success of a YAC, may be hard to obtain because of many people's seeming reluctance to give young people a voice in decision-making. Second, working with committees presents problems with far-reaching consequences. The physical problems involve scheduling meetings, solidifying agendas and reaching a final decision as to the action to be taken by that committee. In a more mundane vein, the librarian must be given ample time away from desk and other routine duties to adequately organize and supervise the process.

For many libraries, the ultimate test will be the actual implementation of the YAC's recommendations. For example, a rock concert – certain to be a YAC recommendation in any library or other institution – might be seen by some as loud and disruptive. Such concerts are indeed potentially disruptive, but only when viewed in terms of the antiquated "silence" rule which usually carries over from the reading room to the meeting room. If the voice of youth is to be genuinely heard, some old definitions need to be updated. New tolerances must be developed for the energies of the young. The benefits will be felt throughout your community and will ultimately increase awareness of your library on the part of your community's young people.

"PROTECT OUR CHILDREN: HOW CAN WE HELP?" PROJECT WINS AWARD

Four Brown County (WI) librarians together received the $1,000 Facts On File Award for "Protect Our Children: How Can We Help?" – their month-long project designed to increase public awareness of child sexual assault. Presented by the American Library Association's (ALA) Reference and Adult Services Division (RASD), the Facts On File Award recognizes a library project that has made current affairs more meaningful to an adult audience. The award presentation was during ALA's Annual Conference in Chicago.

Members of the project team were Brown County Library employees Lee Bock, children's librarian (De Pere Branch); Suzanne Effland, part-time children's programmer and member of the adult programming and video implementation committees; Sandra Kallunki, adult programming coordinator; and Marijean Zahorski, head of the business, science and arts department.

The award jury commended the project for involving social service and community protection professionals in a cooperative effort, attracting a cross-section of the public to the programs and reaching nonusers of libraries through public media.

CHILD ABUSE PREVENTION SERVICES WORKSHOPS ON LONG ISLAND

CAPS is a nonprofit organization founded by the Junior League of Long Island, sponsored by the League and the National Council of Jewish Women, and partially funded by the State Department of Social Services and several private companies and foundations. Its purpose is to prevent child abuse and neglect before it occurs; it utilizes a Long Island-wide program of public awareness and education. Workshops tailored to the needs of high school staff, special interest gorups or concerned adults may be requested by contacting Alane Fagin, Executive Director, CAPS, P.O. Box 176, Roslyn, NY 11576 (516) 869-8046.

The organization hopes to encourage the entire community to be aware of child abuse and to join forces with the professionals in reporting suspected cases of abuse. Reporting leads to help, not punishment. Under the law, many professionals must report suspected abuse, and the Child Protection Act provides any person or institution immunity from liability from making a report in good faith. The New York State Child Abuse and Maltreatment Register maintains a toll-free statewide telephone available 24 hours a day, 7 days a week: 1-800-342-3720.

REPORT TO THE BOARD OF REGENTS CULTURAL EDUCATION COMMITTEE BY THE REGENTS ADVISORY COUNCIL ON LIBRARIES, MAY 23, 1985

By Carol Kearney, Chairperson

Members of the Cultural Education Committee, Board of Regents, I am Carol Kearney, Director of School Libraries, Buffalo Public Schools, and Chairperson of the Regents Advisory Council on Libraries. I am accompanied this morning by Janet Welch, Director of the Rochester Regional Research Library Council and Vice-Chairperson of the Regents Advisory Council. Other members of the Regents Advisory Council are: Irving Kessler, Attorney and Library and System Trustee, Rochester; Nancy Kranich, New York University; Richard Panz, Finger Lakes Library System; Zebulon Robbins, Albany-Schoharie-Schenectady BOCES; John Rothman, The New York Times; Jean St.Clair, Queens Borough Public Library; and Nina Root, American Museum of Natural History. Several members of the Council also are in attendance this morning.

The Regents Advisory Council on Libraries, which was established on June 5, 1894 – just 91 years ago – "serves in an advisory capacity to the officers of the State Education Department in the development of a comprehensive statewide library and information program, and makes recommendations through channels to the Regents concerning policy for the implementation of the program." The members of this Council have met six times during this past year, setting goals, meeting with staff from the Offices of Cultural Education and Elementary, Secondary and Continuing Education, and working on a specific agenda to accomplish our purpose. We are privileged this morning to report to you the progress on the development of the comprehensive statewide library and information program and also to share our concerns for the maintenance and growth of library service in our great State.

["RAC] is an advocate for... users of... libraries."

The Regents Advisory Council is an advocate for some 17 million people served by public libraries; 1.1 million students and faculty in colleges and universities; 3 million students in elementary and secondary schools; and thousands of users of special and institution libraries.

During this past year, there have been several very positive accomplishments which will strengthen library service in New York State. The Regents Advisory Council helped in formulating the conclusions and recommendations concerning libraries in each of these plans. The Regents Advisory Council congratulates the Board of Regents on its successful legislative program for 1984 including Chapter 348, which provides increased aid to existing library programs while providing the initiative for such new programs as school library systems and library construction.

We also applaud Cultural Education's Long Range Plan. This comprehensive plan shows exactly how libraries and other cultural institutions contribute to the Regents goals of access, quality and service. It describes goals and objectives for the State Library, including programs in support of public, academic, school and special libraries throughout the State.

We think that the adoption and implementation by the Board of Regents of the *Regents Action Plan To Improve Elementary and Secondary Education Results*, which impacts on school and public libraries, exemplifies the Regents' continued national leadership. This Plan has provided the direction for an improved educational program for our students which will better prepare them to function and excel in the 21st century.

The groundwork for strengthening library service in New York State has been laid through the adoption of these important plans. However, the difficult task of implementation is now before us. Our Council has looked at the capacity of the State Library, the Division of Library Development, the Bureau of School Library Media Programs and of libraries generally to carry out these plans, and our report will focus on work that must be done if the plans are to be turned into action.

STAFF FOR SERVICE AND DEPARTMENT LEADERSHIP

Of grave concern to us are the staffing levels in the State Library, Library Development and the Bureau of School Library Media Programs. Each has important responsibilities to the citizens of New York State, yet we have witnessed the closing of library reference desks, backlogs in serving blind and handicapped readers, shortened hours and delays in responding to requests for service; we have seen reductions in LSCA grants to individual libraries in our State as Federal funds have been preempted for State Library staff and services; we have seen important Library Development services set aside as priority was given to Chapter 348 responsibilities; and we are incredulous at the current situation in the Bureau of School Library Media Programs.

We have seen the number of authorized Library positions steadily decline over the past three years; and fewer positions have been filled each year. There were 262 filled positions in 1982, and now there are only 221 filled positions – there are 40 fewer people to keep the State Library functioning! The highest vacancy rates continue to be in Collection Acquisition and Processing, Reference Services and Collection Management. While the Library for the Blind, Administration, EPSIS and Legislative/Governmental Services show a smaller percentage of vacancies or no vacancies at all, they are short-staffed also. We understand management decisions to keep such "up front" services to the blind and the Legislature nearly fully staffed. These services are important, but they are being maintained at the expense of other basic services. Without support for collection acquisition, processing, reference and collection management, the Library is playing a "shell game" that can result only in diminished services to the public and to the government of the State.

USE OF FEDERAL FUNDS TO REPLACE STATE FUNDS

We are also extremely concerned about the increased use of Federal funds for existing positions. An analysis of State Library Annual Reports for the past five years was prepared by Janet Welch, Director of the Rochester Regional Research Library Council, Vice Chair of the Regents Advisory Council on Libraries, and also Chair of the Legislative Committee of the New York Library Association. This analysis points out that an alarming increase in the dependence on LSCA (Library Services and Construction Act) funds has occurred in the past five years. In 1979-80, Federal funds constituted 11 percent of the total expenditure of the State Library. Within four years, the Library's reliance on Federal funds doubled; by 1983-84, Federal funds constituted 23 percent of the total expenditure. Expenditures from LSCA funds for State Library operations have increased 115 percent in 5 years, while State expenditures during the same period increased only 11 percent. Library Development depended on Federal funds for 48 percent of its monies in 1983-84.

This is a very serious trend for two reasons. First, State Library services are far too important to rely on precarious Federal funding. If LSCA funds were to disappear on October 1 as proposed by President Reagan, one-fourth of the support for the Library would be lost, and more than half the staff in Library Development would be lost.

Second, and equally important, as more Federal funds are used for Department purposes, less money is available for grants to library systems for better service to New York citizens. These grants are used primarily for services to the underserved, disadvantaged, geographically isolated and others with special needs, but they have also funded vital, forward-looking, innovative programs that could not have existed otherwise. Libraries and their constituents have fought hard to maintain Federal funds because of the benefits to the individual patron. As the amount of Federal funds intended for the libraries is diverted to the Education Department, the political base that has lobbied for LSCA funding is eroded, and libraries and trustees are less inclined to seek their continuation.

"...urgent...that LSCA funds are used for public library and interlibrary cooperation programs...."

We know that the Regents and the Department are under pressure to use Federal funds in place of State appropriations. We believe it is urgent for both the Regents and the Commissioner of Education to see that New York State does not cut back its support for the State Library and that the LSCA funds are used for the public library and interlibrary cooperation programs as intended by Congress.

THE LIBRARY DEVELOPMENT PROGRAM

Chapter 348 of the *Laws of 1984* provides for the expansion of existing programs and the establishment

of new programs, adding tremendous new responsibilities for Library Development. We are pleased that new positions in Library Development were created as a result of Chapter 348. We have had several reports on proposed further automation in Library Development. We are concerned that there is an unrealistic expectation that machines can replace all support staff. In addition to Miss Cade and Mr. Josey, the Division has 17 professional staff positions and only 4 filled support positions to do typing and all secretarial work for the 17 professionals. This professional-to-support ratio is costly and inefficient. Professional staff need adequate support to use their time efficiently.

THE BUREAU OF SCHOOL LIBRARY MEDIA PROGRAMS

The second part of our goal for strengthening the library programs of the Department addresses the school library program and the Bureau of School Library Media Programs. Professional staff in the Bureau of School Library Media Programs has dropped from 8.5 persons in 1980-81 to an expected single half-time person in July 1985. This incredible situation is caused by failure to fill long-standing vacancies, the untimely deaths of Beatrice Griggs, the Bureau Chief, and an associate, Ann Lownes, and the scheduled summer retirement of two associates, Ethel Severinghaus and Theresa Case.

During the past four years, the scope of program responsibilities has broadened significantly. While continuing long-standing and important roles in securing funding sources for school library programs, consultation with the field and curriculum development, the Bureau has had and should continue to have a significant role in the reregistration of secondary schools, consultation with newly formed school library systems, and the many responsibilities connected with the implementation of the *Regents Action Plan* with regard to library requirements and support of curriculum change.

The *Action Plan* requirement for the use of libraries in all subject areas means that as all curricula are prepared they must include activities integrating library media skills. The *Action Plan* requirement for the equivalent of one period per week of library media at the 7th and 8th grade level by September of 1986 means that the Bureau must prepare a 7th-12th grade library curriculum to assist the field in carrying out this critical part of the *Regents Action Plan*.

"...school library systems will require...consultation by the Bureau."

Finally, the long-awaited formation of school library systems will require a continued high degree of consultation by the Bureau. The Bureau has had a major role in encouraging participation and in assisting with the development of 48 three-year plans of service. The systems are a major link between the State Education Department and local schools in providing library support for the curricula. Excitement about the formation of these school library systems is shared by members of existing and emerging systems alike. However, there will be 48 library systems at varying stages of development in our State on July 1st, and 36 of these systems will be new! They will need continued assistance through consultation, visits, monitoring and the development of standards for quality service for a long time. I can attest to the need for this assistance as the Buffalo Public School System is one of these 36 new systems. The Regents Advisory Council on Libraries strongly urges immediate action to fill the requisite positions in the Bureau of School Library Media Programs.

NEEDED LEGISLATION

The Regents Advisory Council on Libraries is pleased with the passage of library legislation in 1984, which provides much-needed improvements in library resources and services. However, there are continuing concerns that were not completely addressed in this legislation. The Regents bill, CE 1-85, addresses these continuing concerns. Regional automation, conservation/preservation, public library construction and hospital library programs need the increased funds recommended by the Regents. As you prepare the 1986 legislative program you should know that we are concerned that the Regents neither requested construction funds in the 1985-86 budget nor included construction in CE 1-85. We know the Commissioner reported to the Governor and Legislature on the need for construction in October 1984, but the absence of a specific request in the 1985-86 budget has caused much criticism of the Regents and the Department by librarians, trustees and some legislators.

Also, as you prepare the 1986 legislative program, we know you will be concerned with services to students at both the secondary and elementary levels. The December 1984 *Report to the Board of Regents on the Issue of Requiring Certified Library Media Specialists for Grades K-6* makes three recommendations to be included in the 1986 State aid for schools:

1. provide program incentives for employment of librarians both in maintaining existing positions and adding positions;
2. provide incentives for recruiting people to become school librarians; and
3. provide funds for library materials collection development.

The Governor's budget allocates $2 per capita for school library materials starting in 1985-86. We hope this will result, as intended, in an increase in materials available to students and teachers, not merely in the substitution of State funds for local appropriations. What actually happens in this new program must be monitored by the State. It is an important start on the three-part proposal outlined in December, but the other two points must be addressed also.

Research verifies that a school librarian and school library program do have a positive impact on student achievement. It is therefore imperative that we assure library service to all K-12 students in our State as soon as possible. We understand that you will incorporate these recommendations in the 1986 school aid proposal, and we are ready to assist you and State Education Department staff in completing and refining the incentives for employing school librarians and for recruiting people to become school librarians.

OUR ROLE – AND OUR FRUSTRATION

We realize that the Board of Regents has the responsibility for the entire range of educational programs in New York State. We also know that you recognize libraries as cultural and educational institutions and are concerned about the maintenance and growth of the services provided to the citizens of New York State. We, the members of the Regents Advisory Council on Libraries, are honored to be appointed by you as an advisory body. We appreciate this opportunity to talk with you each year to share our accomplishments and also our concerns. However, the Regents Advisory Council's annual reports to the Cultural Education Committee over the past several years have each highlighted many of the same concerns about staff, hours and resources. It is frustrating to see serious problems within our library program and not be able to rectify them. We see actions that must be taken to ensure that the State Library and all libraries across our State serve the needs of all our people. Today we ask you what needs to be done to help the Department get the staff and other resources needed to ensure maintenance and growth of these vital library programs. We look to you for direction.

JOSEPH F. SHUBERT RECEIVES ASCLA 1985 EXCEPTIONAL ACHIEVEMENT AWARD

For distinguished service in strengthening the role of the state library on the national level, Joseph F. Shubert, New York State Librarian, received the 1985 Exceptional Achievement Award presented by the American Library Association's (ALA) Association of Specialized and Cooperative Library Agencies (ASCLA). The presentation was made July 8 during ALA's annual conference in Chicago.

The citation states: "Joseph F. Shubert recognized early the importance of libraries in the educational process. He was an early pioneer in promoting networking and multitype library cooperation as well as programs for the institutionalized and handicapped. His efforts in improving legislation for and funding to the state library have benefitted patrons and provided an example to his peers to improve services, meet new needs, and make full use of resources."

As State Librarian and Assistant Commissioner for Libraries in New York State, Shubert is responsible for the nation's largest state library. Before going to New York in 1977, Shubert served as Ohio State Librarian for 11 years. He also has been Nevada State Librarian and assistant director of the International Relations Office of ALA in Chicago. Shubert has been active in professional organizations and holds a master's degree in library science from the University of Denver.

SURVEY OF PUBLIC LIBRARY SERVICES FOR DEAF PEOPLE*

By Karen Matthews, Emporia, Kansas

More persons suffer from hearing losses than all other disabilities combined. In 1971, the National Census of the Deaf found more than 13 million citizens with hearing impairments, 6.5 million with a significant hearing loss in each ear and 2 million deaf.[1] Deafness is an invisible handicap, and it has been easy for libraries and other agancies to overlook deaf people and their unique problems.[2] There have never been services in libraries for deaf people comparable to those for blind and physically handicapped people.[3] In the last ten years there has been a growing awareness of the special needs of deaf people, and libraries have started to meet these needs.

Deaf people are those in whom the sense of hearing is nonfunctional for the ordinary purposes of life[4] or are those who are unable to hear human speech so that it is understandable (even with a hearing aid).[5] Thus, a major problem associated with deafness is that of communication.[6] For people who are deaf, speech is difficult to acquire and English is a second language – a foreign language.[7] Just as many people who study a foreign language rarely become proficient in that language, the person who is deaf rarely masters the English language. Also, the lesser amount of information usually obtained through auditory channels lessens the chance that a deaf person will have acquired a broad background of general knowledge equal to that of a hearing person.[8] In addition, lipreading is at best a guessing game with only about 30 percent of what is actually said visible on the lips.[9]

There exists the concept that deafness does not result in a handicap in reading. However, reading difficulties quite naturally follow language difficulties.[10] The average reading level for an adult deaf person who is a high school graduate is the fifth grade level.[11] A deaf college graduate reads at the ninth grade level.[12] Only approximately 10 percent of deaf people are capable of reading at a sixth grade level or better and, as a result, 90 percent of the prelingually deaf leave school as functional illiterates.[13]

DEAF COMMUNITY

For the librarian who wants to institute services to deaf people, it is recommended that he or she learn more about the local deaf community.[14] This would include finding out who is part of the community and understanding the characteristics and problems of this community.[15] This can be done by contacting the local special education districts, hearing aid dealers, local churches that offer interpreted services, clinical and evaluative services, rehabilitation services, community programs for the hearing impaired and hearing impaired members of the community.[16] On the national level, there are several organizations that can provide information on deafness and deaf people. Among these organizations are: National Association of the Deaf, Alexander Graham Bell Association, International Association of Parents of the Deaf, Lions International and Quota International, Inc.

METHODS OF COMMUNICATION

After a librarian has identified the local deaf community and has become cognizant of the problems and needs, it is time to formulate and to execute a program for making the library and its services as accessible to this population as to the hearing population.[17] One important facet of this program is the ability to communicate with deaf patrons. In the past, deaf people have not gone to libraries because of their inability to speak normally, hence their fear of not being understood.[18] Therefore, having at least one staff member learn sign language so he or she can communicate in the deaf person's language will demonstrate the desire on the part of the staff to communicate.

Librarians should also consider equipment that permits the deaf person to call the library directly without having to rely on a hearing person to make the call. For this, the library will need a TDD or TTY (Telecommunications Device for the Deaf or teletypewriter).[19] It would also allow the library staff to contact deaf patrons and would attract deaf patrons if they are allowed to use it for personal calls.[20] A news service for deaf people could be developed for use with the TTY.

MATERIALS

The general reading levels of deaf people are below national norms, and thus, the library should increase its collection of high interest/low vocabulary reading materials.[21] Even in these materials, slang and idioms present problems for deaf people who tend to interpret them literally. Very little has been written for use specifically with deaf people of any age, and consequently, a basic problem is finding suitable literature that com-

* Research done in the 6th year certificate program at the School of Library Science and Instructional Technology, Southern Connecticut State University.

bines appropriate subject matter and simple language.[22] Booklists of high interest/ low vocabulary titles should also be provided.

Titles on deafness and related problems, deaf people and sign language should be added to the collection. These materials will help to promote understanding of the problems, abilities and needs of the deaf population.[23]

Children's needs for materials can start to be met with easy readers in sign language (Signed English series) and communication kits. These kits include materials for children in signed English, education toys, books and pamphlets for parents that present a balanced picture of the educational alternatives for deaf children and a directory of agencies with a description of their services.

SERVICES AND PROGRAMS

Libraries can sponsor Visual Fair/Open Houses or Deaf Awareness Weeks to acquaint more deaf people with library servics and to inform the hearing public about specific aspects of the deaf world.[24] Among the various things that can be planned are: free mini-classes on sign language; displays of special devices for the use of deaf people, such as clocks and door bells with light signals; free hearing tests by a local clinic; workshops to encourage better communication between deaf parents and their children and/or deaf children and their hearing parents; a seminar on legal problems faced by deaf people; and having a state senator present so deaf people can discuss problems needing legislative attention.[25]

Resources and reference files need to be developed to include agencies that provide services to deaf people. A list of interpreters available in the local area can be compiled and distributed to hospitals and police stations. Flyers designed by Gallaudet College to alert teachers, doctors, police and others on how to identify and deal with a deaf person in an emergency can also be made available, along with cards containing the American Manual Alphabet.[26]

General programs such as income tax changes, continuing education classes, consumer protection and storyhours can be extended to deaf people by means of an interpreter or by being signed by the librarian.[27] Instructional services for hearing parents of deaf children and hearing employers of deaf employees can be provided.[28] All deaf patrons want information – information about the law, social services and other life-coping needs; information on support services to help them cope with their deafness and communication barriers; and information to understand their community and local government.[29] Passively making this information available, however, is not sufficient. Some kind of interpretive programming is necessary to make it comprehensible to deaf people whose English skills are limited.[30]

Nonverbal films, sign language films produced by Joyce Motion Picture Company, and educational and theatrical films provided by Captioned Films for the Deaf may be used in film programs designed specifically for deaf patrons. The nonverbal films and the educational films from Captioned Films for the Deaf may be used with a mixed deaf and hearing audience.

"...demonstrate commitment... hire deaf people."

While all these services are positive steps, the quickest and most meaningful way to demonstrate commitment to serving the deaf community is to hire deaf people.[31] The deaf employee would be able to perform some of the following services that are now seldom provided in libraries: teaching the staff sign language and fingerspelling; providing orientation to deaf patrons; getting involved with the deaf community to help bring publicity from the library and to receive feedback; helping arrange a program for a class on sign language and fingerspelling for people who have just become deaf; interpreting Ameslan (American Sign Language) speaking and writing of low-verbal people in order to give them better service; and to work with deaf-blind people.[32]

SURVEY

A survey was designed to determine what services are actually being provided and how widespread they are. In all the questions, the term deaf is used, because when people think of someone who is deaf, they tend to think of a person whose hearing loss is great enough to interfere with his or her ability to communicate, which was the interpretation desired. The cities included in this survey were chosen by going through the April issue of the *American Annals of the Deaf*. This is their annual directory issue, which lists educational programs and services and supportive and rehabilitative programs and services in the United States and Canada. The final list of cities each have an educational program – residential, day or public school and/or college and, with two exceptions, an independent program for deaf people. Thus, all the cities include a deaf population that includes both children and adults.

FINDINGS

A total of 45 cities were surveyed. The results of the survey are summarized in Table I. Thirty-five cities (78 percent) responded. It was assumed that the 10 cities that did not respond are not providing specialized services for their deaf patrons.

Thirty of the 35 responding cities provide services to deaf people. Five said they did not provide services, but some of them provide as many materials and services as some of the libraries that said they do provide services. The materials and services most likely to be found in this group that does not provide services are: materials on deafness; books on sign language, a collection of high interest/low vocabulary books; a staff member knowing sign language; and a resource file. It would appear that some libraries that do not have an active plan to provide services interpreted this question as a "no" and some interpreted it as a "yes."

Looking at these libraries, they were easily broken down into three groups. There were 7 that provided a high level of service (20 or more categories of materials and services checked), 12 that provided a medium level of service (10 to 19), and 13 that provided a low level of service (9 or less).

Ten out of 28, or 35 percent of the materials and services categories, were found in 50 percent or more of the libraries surveyed. These were: materials on deafness (88 percent); books on sign language (91.4 percent); high interest/low vocabulary books (80 percent); captioned and/or nonverbal films (54.3 percent); magazines (57.1 percent); TTYs (60 percent); a staff member knowing sign language (65.7 percent); a resource file of agencies providing services (77.1 percent); listing of high interest/low vocabulary books (51.4 percent); and bibliographies on deafness (57.1 percent). Of these, only six categories – materials on deafness, books on sign language, high interest/low vocabulary books, magazines, a staff member knowing sign language and a resource file – are likely to be found at any library no matter what the population being served or the service level. Books on deafness and on sign language, magazines and a resource file are services that probably have been provided for years. The only two that are recent responses to the special needs of handicapped users are high interest/low vocabulary books and a staff member knowing sign language. The former may be used with deaf patrons but were not originally written with them in mind. The latter is a new development in library service and demonstrates the awareness of librarians of the communication needs of deaf users. Out of all the services listed on this survey, it will take the most time to learn or prepare for, and thus demonstrates a willingness on the part of the staff to make a long-term commitment to service to deaf people.

On the other hand, there were 18 materials and services found in less than 50 percent of the libraries surveyed. These were: signed books (48.6 percent); communication kits (17.1 percent); bibliographies on topics of interest to deaf people – education, Federal legislation, etc. (25.7 percent); newsletters (11.4 percent); production of videotapes (17.1 percent); captioned film showings (25.7 percent); interpreters at programs for deaf adults (17.1 percent); special programs for deaf adults (17.1 percent); programs for hearing parents of deaf children (17.1 percent); observance of Deaf Awareness Week (34.3 percent); workshops on services for deaf people for other professionals (26.8 percent); workshops for deaf groups (28.6 percent); making deaf people aware of services through other means (40 percent); interpreted story hours (42.9 percent); special programs for deaf children (20 percent); and employment of deaf people (31.4 percent).

"These [services] not... found in any library...."

Of these 18 materials and services found in less than 50 percent of the libraries, none was found in a majority of the low-service-level libraries, and only 3, interpreted story hours, deaf awareness weeks and making deaf people aware of library services through other means, may be found in half of the libraries in the medium-service-level group. Some services were not found in the majority of high-service-level libraries. These included communication kits, TTY news service and a newsletter. Several others were found in only half of the high-service-level libraries. These included: bibliographies on topics of interest to deaf people; production of videotapes; programs for hearing parents of deaf children; and special programs for deaf children. These 7, or 25 percent, of the services included in this survey cannot be expected to be found in any library no matter what the size of the population served.

When comparing the cities on their level of service, it was thought that the cities with the largest populations would probably provide the best services. This is not totally true. The populations of those in the high-service-level group range from 330,000 to 7 million, with all but one having a population of over 500,000. Those in the medium-service-level group range in population from 55,000 to 3 million, with 2 under 100,000 population, 3 with 100,000 to 200,000 population, and 2 over 1 million population. The rest fall between 200,000 and 500,000 population. Those in the low-service-level group range

Table I

MATERIALS AND SERVICES FOR THE DEAF

	Public Libraries	
Materials	Number	Percentage
1. sign language books	32	91.4
2. books on deafness	31	88.6
3. high interest/low vocabulary books	28	80
4. magazines	20	57.1
5. captioned or nonverbal films	19	54.3
6. signed English books	17	48.6
7. communication kits	6	17.1
Services		
1. resource file	27	77.1
2. staff member knowing sign language	23	65.7
3. TTY	21	60
4. bibliographies on deafness	20	57.1
5. listing of high interest/low vocabulary books	18	51.4
6. interpreted storyhours, etc.	15	42.9
7. public relations other than workshops	14	40
8. deaf awareness week	12	34.3
9. workshops for other professionals on deaf services	10	28.6
10. workshops for deaf groups	10	28.6
11. bibliographies on topics of interest to deaf people	9	25.7
12. captioned film showings	9	25.7
13. programs for deaf children	9	20
14. listing of certified interpreters	6	17.1
15. production of videotapes	6	17.1
16. interpreters at adult programs	6	17.1
17. programs for deaf adults	6	17.1
18. newsletter	4	11.4
19. programs for hearing parents	4	11.4
20. TTY news service	2	5.7
Employment of deaf people	11	31.4

in population from 21,000 to 700,000, with 6 under 100,000 population and 5 over 200,000 population. Thus, the population of the city cannot be used as a guide to the expected level of service.

RECOMMENDATIONS AND CONCLUSIONS

Some of these services may not be provided because they require special equipment, such as the production of videotapes, or special training, such as programs for hearing parents of deaf children, or special funding, such as interpreters at programs for adults. However, there are other services that could very easily be instituted that are not already found in a majority of the libraries. These include: communication kits; listings of interpreters; bibliographies on topics of interest to deaf people; captioned film showings; interpreted storyhours; and employment. A few communication kits could be created quite quickly inasmuch as they would include information on both oral and total communication educational programs, information on agencies that provide services to deaf people and toys to develop concepts. Listings of interpreters could be requested from the local Registry of Interpreters for the Deaf and provided to other agencies (police, hospitals, etc.) in an emergency. Captioned film showings could be coordinated by a librarian, with deaf patrons being responsible for requesting the films and returning them. These showings could also use the captioned and/or nonverbal films already in the library's collection. Interpreted storyhours can be provided as in other libraries by having the teacher bring his or her class of deaf students to the public library and interpret the story read by the librarian. None of these services would cost the library a lot of money and/or time to institute.

"...difficult for deaf person to communicate with a hearing person...."

Until recently, the attitude of many librarians has been that deaf people did not need special services because they could read print materials. No thought was given to the fact that it is difficult for a deaf person to communicate with a hearing person who does not know sign language, or to the fact that a deaf person could not even call the library if the library did not have a TTY. The majority of these libraries now have a staff member who signs, and they have a TTY as they are aware of the communication problem and are attempting to do something about it. They also have expanded the material in their collections to include high interest/low vocabulary books, signed English books, and captioned and/or nonverbal films that can be used by deaf people.

The last major area that needs to be expanded is adult and children's programming. This will take more time, training on the part of the staff, and resources than many libraries now possess. It may not be possible to expand these services in smaller cities that do not have a significant deaf population to patronize them. Some of the larger cities, however, have the deaf population and are not providing the services, and thus, deaf people are going to have to request them. Because providing services to deaf people is new in comparison to other handicapped groups, librarians have very little experience and few places to turn for suggestions; it would help them to provide better services if deaf people made their wants known.

FRANCES KOESTLER RECEIVES 1985 FRANCIS JOSEPH CAMPBELL AWARD FOR SERVICE TO THE HANDICAPPED

Frances A. Koestler received the Francis Joseph Campbell Award presented by the American Library Association's Association of Specialized and Cooperative Library Agencies (ASCLA) during ALA's Annual Conference.

The Campbell Award – a citation and a medal – honors an outstanding contribution to the advancement of library service for the blind and physically handicapped. Koestler was chosen for the award for her "contributions as a writer, editor and publicist in the areas of library service to the blind, and health, rehabilitation and behavioral sciences." Also commended by the award committee was her book *The Unseen Majority*, a "groundbreaking" social history of blindness in the United States.

Koestler, a native of New York City, first worked with the visually impaired 20 years ago when she got an editing assignment from the American Foundation for the Blind. Over the years she has worked on many writing, research and editing projects for various organizations serving the visually impaired. In 1978, she was appointed editor of the *Matilda Ziegler Magazine for the Blind*, the nation's first general interest periodical for people unable to read print. Though she retired from the editorship last year, she continues to write for *Ziegler* as a contributing editor.

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SUMMARY AND EVALUATION OF NEW YORK STATE LSCA PROGRAM, FY 1983

HIGHLIGHTS

- The Division of Library Development was reconstituted and Roberta Cade, former director of the Southern Adirondack Library System, was appointed director.
- Of the $9.4 million available in LSCA funds for New York State, approximately $1.6 million (24 percent) was expended by the State Library for statewide services; $5 million (72 percent) was earmarked for grants; and $.3 million (4 percent) was expended for administration. Of the total, $2.6 million was allocated for public library construction under the Emergency Jobs Bill.
- Eighteen systems received LSCA Title I grants totaling $585,047, which resulted in service to 400,000 persons using Literacy programs and 266,197 clients of Adult Learner/Job Information Centers. Fifty-five Job Information Centers reported new users not formerly aware of library services.
- Union list projects supported by Title III funds added 295,000 titles and 538,000 locations to the statewide machine-readable union list of serials. As a result of projects initiated in 1979, nearly 700,000 holdings were under computer control by the end of 1983. Nearly two million holdings should be in machine-readable form, so conversion is one-third completed.
- Over 900 people participated in State Library conferences, workshops and seminars on topics such as library trustee responsibilities, institution library services, Toward Humanizing Education Conference, Arts in Education Conference, Education Information workshops, and 14 other continuing education programs.
- The New York State Interlibrary Loan Network processed 109,491 requests. Microcomputers are being used to provide direct access to the Education Department's computer to reduce telecommunications cost and to speed interlibrary transactions.
- A microcomputer grant program in three library systems demonstrated that public libraries have a role in promoting computer awareness and literacy among New York's adults. More than 7,000 people participated in the program. All three library systems have decided to continue their microcomputer programs.
- The Invitational Bilingual grant program provided over $210,000 to 19 systems for services and bilingual materials to people for whom English is a second language.

1. INTRODUCTION AND RELATIONSHIP TO STANDARDS

The libraries of New York State are committed to meeting the information and cultural needs of a large and diverse public. The Federal Library Services and Construction Act and accompanying regulations establish requirements, specific purposes and priorities for the use of Federal funds. In New York State $3.9 million in LSCA Title I funds were matched by $33.9 million in State aid to libraries. In addition, the Legislature appropriated $5 million in other State aid for library services and $5.5 million for the operation of the New York State Library.

Library development in the State reflects the leadership shown by the Board of Regents, whose powers are provided for in the State Constitution. The Regents and the Commissioner of Education determine broad policy and standards for education in New York State. The Regents have adopted the following policy statement: "Every resident of New York State should enjoy timely and free access, through local libraries working within library systems, to a full range of informational resources and services provided without restriction of censorship or violation of privacy."

The more than 7,700 libraries in New York State are diverse – ranging from those the size of the North Chatham Public Library serving 450 people and open 12 hours a week with a collection of 1,581 books, or a high school library serving 400 students, to the vast collections of research libraries such as The Columbia University Libraries and The New York Public Library. Each library, whether large or small, fulfills a specific role for its own user populations. Today, however, increasing costs, an information explosion, and the rising expectations of users are such that no library can stand alone;

Title I Projects	Projected Expenditures State Funds	Projected Expenditures Federal Funds	Actual Expenditures State Funds	Actual Expenditures Federal Funds
1 State Aid for Improvement of Library Services	$37,428,262	$ 0	$33,486,390	$ 0
1A Grants for Improvement of Library Services Through Systems	0	1,771,055	0	1,208,070[a]
1B Major Urban Resource Library Grants	0	0	0	0
1C Grants for Improvement of Library Services Through Intersystem Cooperation in Automation	0	782,381	0	349,335[b]
2 Institution Library Services	10,000	45,976	0	45,177[c]
2A Institution Library Services Grants-in-Aid Program	2,216,457	90,000	2,206,085	86,438
3 Services to the Blind and Physically Handicapped	273,066	102,164	298,322	209,985[d]
3A Grants for Services to the Blind and Physically Handicapped	450,000	120,000	450,000	117,191[e]
4 State Library Services	3,931,180	343,659	3,971,823	585,018[f]
5 Library Development Services	321,210	487,490	400,776	480,096[g]
6 Administration	331,010	226,732	395,381	271,423[h]
Totals	$44,961,195	$3,969,457	$41,208,777	$3,352,733[i]

Title II Projects	Projected Expenditures State Funds	Projected Expenditures Federal Funds	Actual Expenditures State Funds	Actual Expenditures Federal Funds
1. Improved Interlibrary Loan and Data Base Operations	$ 688,146	$ 256,000	$ 805,115	$ 172,748[j]
2. Serials Data Base Development	0	325,893	0	0
3. Reference and Research Library System Program for Interlibrary Cooperation	1,395,000	0	1,395,000	0
4. CONSER	0	117,000	0	129,772[k]
5. Grants for Interlibrary Cooperation	0	57,609	0	344,477[l]
Totals	$2,083,146	$ 756,502	$2,200,115	$ 646,997[m]

[a] Includes $600,457 in FY 1982 funds
[b] Includes $244,511 in FY 1982 funds
[c] Includes $22,588 in FY 1982 funds
[d] Includes $96,507 in FY 1982 funds
[e] Includes $57,474 in FY 1982 funds
[f] Includes $348,889 in FY 1982 funds
[g] Includes $240,047 in FY 1982 funds
[h] Includes $135,711 in FY 1982 funds
[i] Includes $1,746,184 in FY 1982 funds; $2,362,908 in FY 1983 funds were carried forward for expenditure in FY 1984
[j] Includes $86,374 in FY 1983 funds
[k] Includes $64,886 in FY 1982 funds
[l] Includes $258,677 in FY 1982 funds
[m] Includes $409,937 in FY 1982 funds; $519,442 in FY 1983 funds were carried forward for expenditure in FY 1984

Statewide service projects administered by the Education Department include (Title I) 2, 3, 4, and 5 and (Title III) 1, 2, 3 and 4. Expenditures for these totaled $1,622,796 or 24 percent of the available LSCA funds. Statewide services included library development, interlibrary loan support, data base development, publications, conferences, provision of special consultants in such areas as institution library service and audiovisual services, and library services to blind and handicapped persons. The largest portion of the LSCA funds from Titles I and III was expended in grants to systems to other state agencies for operation of programs. Grants totaled $2,105,511 (with the major share of $2,882,350 in funds carried forward for grants to be made after September 30, 1983), or 72 percent of the FY 1983 LSCA funds. Administration costs totaled $271,423 (4 percent). All of the Title II funds ($2.6 million) was expended for grants.

resource sharing is fundamental to the operation of today's library. To assist this resource sharing, the Education Department and the library community have developed a system approach to library service. This encourages and helps libraries to work together in the development of coordinated networks to attain the goal of convenient, free access. The library systems of New York State strengthen the services and enrich the resources of local libraries. They provide the structure within which continuing cooperation can take place.

The Federal Library Services and Construction Act requires each state to develop its own plan for meeting goals through means appropriate to its own situation and level of library service development. In New York State, library systems are the channel for distribution of Federal funds for programs to improve services. Each year, two-thirds or more of the Federal apportionment to New York State under Titles I and III is disbursed in grants to the 22 public library systems, 9 reference and research councils, and State institutions for service projects intended to improve priority services.

LSCA PROGRAM ASSESSMENT

Library Service to the People of New York State, 1982-87, outlined 9 program objectives and 48 specific tasks proposed to accomplish these objectives. The FY 1983 *Annual Program Statements* for Titles I and III described 16 projects and allocated funds for this program. This report describes project accomplishments in relation to the program objectives. Appended to it are individual project reports, including those for 83 grants administered by library systems or State agencies other than the Education Department. Summarized, the projects in the *Annual Program Statements* are:

PROGRAM ASSESSMENT BY OBJECTIVES

Objective 1. Quality service for all persons in their local communities.

Task a

Provide to local libraries all types of information on the resources available to their users (current and potential) through library networking.

Accomplishments

In New York State three types of library systems – public, reference and research and school – and the New York State Library provide information, materials and assistance to local libraries. State Library services both to systems and to individual libraries were provided in FY 1983 through more than 1,402 consulting telephone calls, 146 consultant visits, 14 continuing education programs with more than 900 participants, and 2 statewide conferences.

Information on resources is becoming computer-based but also is available through more traditional means. Thirty systems publish newsletters to inform member libraries and others of available services. Systems reported using cable TV, workshops, community agencies, TV announcements, radio programs, learning networks, posters, and fliers to inform current and potential clients of resources.

Four grants were made to enable ten public library systems in three regions to continue conversion of bibliographic data to machine-readable form, improving access to system union catalogs.

Eleven grants to six reference and research library resources systems for improved access to serials holdings provided public library users with complete and current information about resources.

Two systems achieved direct access to the State Library's Collection Management System via microcomputer, improving knowledge of available resources and speeding interlibrary loan.

An LSCA grant supported a continuing education calendar for 23 upstate systems.

Eighty-nine State Librarian's Memoranda carried information about statewide library developments to public library systems, reference and research library resources systems, school library systems, regional networks, and central and co-central libraries.

Four issues of *The Bookmark*, published by the New York State Library, discussed current library issues such as New York State Agency Libraries, Reference and Information Services, Continuing Library Education and Films and Video in Libraries. *The Bookmark* is distributed in quantity to all systems for system staff and trustees, and is mailed directly to all libraries that are members of systems.

Three directories (library systems and members, institution libraries, and academic libraries) were published.

The annual edition of *Public and Association Libraries Statistics* was compiled and issued, detailing resources of the State's public and association libraries and public library systems.

Task b

Continue to seek new legislation favorable to library development in the State.

Accomplishments

The Regents 1983 legislative proposal for libraries requested increases in State aid for public library outreach services and technological development for (1) a

Coordinated Resource Sharing and Document Delivery Technology Program; (2) Statewide and Regional Bibliographic Data Bases and Related Development to Support Interlibrary Resource Sharing (development grants); (3) Coordinated Outreach (expanded eligibility); (4) Conservation and Preservation of Research Materials program; (5) statewide expansion of School Library Systems; and (6) establishment of statewide regional cooperation networks.

Task c

Strengthen services to persons with limited English-speaking ability by continuing to identify such users (and potential users) and provide programs and resources, including nonprint materials, for their use.

Accomplishments

The State aid for Coordinated Outreach Services programs provides $40,000 annually for each of the 22 public library systems based on a plan for outreach services to designated groups. These plans identified over 3.2 million persons with limited English-speaking abilities. Funds have been used to provide bilingual training for staff in city branches where foreign-born groups are concentrated, to expand foreign language material collections, and to work with other community groups to provide English as a Second Language (ESL) programs. A special State grant of $250,000 for The New York Public Library was used in part for exhibits of foreign language press materials printed in New York, Spanish language heritage, and English as a Second Language training.

Eighteen LSCA grants totaling $179,320 were made to public library systems to acquire materials to provide services to people for whom English is a second language. Another LSCA grant of $30,850 to the Queens Borough Public Library supported the provision of bibliographic services, acquisitions advice, interlibrary loan, and advisory services to the other public library systems and the State Library. Staff from at least 15 public library systems, the State Library and the Bureau of Bilingual Education, as well as the LSCA Advisory Council participated in two bilingual workshops sponsored under the grant program and conducted by Queens Borough staff.

Five LSCA outreach projects totaling $360,332, which specifically served bilingual needs, were LEAP (Buffalo and Erie County Public Library); Special Services (The New York Public Library); Hispanic Community Outreach (Pioneer Library System); Outreach (Upper Hudson Library Federation); and Literacy/English as a Second Language (Westchester Library System).

Buffalo and Erie County Public Library programs interact with 70 separate agencies in the urban community on a regular schedule. At The New York Public Library, a Spanish/English *Directory of Community Services* with supplements was published. Regular bilingual staffing was provided at a Rochester (Pioneer) branch library located in the City's Spanish-speaking section. Upper Hudson provides ESL programs and literacy tutoring. In Westchester, 310 ESL students have been tutored and there is a waiting list of 85.

Task d

Provide materials and services designed to help functionally illiterate persons to use libraries.

Accomplishments

Through LSCA-sponsored literacy and English-as-a-Second-Language projects, many library systems in New York have offered persons not proficient in English the chance to improve their language skills. A wide range of materials in many formats (books, records, tapes, computer programs) have been made available to residents of communities across the State. In addition, volunteers have given thousands of hours of time to one-to-one tutoring to help people become competent in English.

The literacy programs have been conducted in areas as diverse as New York City and small communities in the Adirondacks. Nineteen systems participated in bilingual projects. Not only did these grants purchase materials to help people learn English but the importance of this service was also more clearly defined. Many upstate systems found they had pockets of foreign-speaking persons that had previously gone unidentified.

Task e

Provide materials and services to disadvantaged persons.

Accomplishments

Twenty-five LSCA grants supported improved information to library users about learning and employment opportunities and citizenship, by supporting the purchase of video and film materials and bilingual materials and providing for literacy training.

The Coordinated Outreach Program identified over two million persons in New York as culturally isolated and three million as educationally disadvantaged. LSCA grants provided approximately $496,000 to 18 library systems for Adult Learner and Job Information Centers/Education Information Centers. Over 400,000 users received such services as consumer information, educational counseling, homework reference services, literacy tutoring, assistance in career and job searching, resume writing, and Civil Service test tutorials through

workshops, materials, and information and referral services.

System outreach activities resulted in creative, useful programs. Brooklyn Public Library provided literacy programs, high school equivalency training, other nontraditional education programs, a clearinghouse for employment services, and training for job application. Staff is used interchangeably to develop a central resource for meeting a multitude of special needs.

Mid-York and Onondaga used cable TV stations to present lifelong learning and continuing adult education for students not attending college and for older adults.

Four County emphasized "survival" techniques through better consumer information and aided the unemployed to upgrade skills and locate employment.

Mid-Hudson provided the only free, independent Regents External degree advisor and the only English-as-a-Second-Language program and literacy tutoring services in Dutchess County.

Mohawk Valley emphasized cooperative programs with member libraries and community agencies, such as Schenectady Jaycees who produced an ongoing Job Hunting Program.

Nassau maintained a "Learning Connection" service, which matches teachers and learners to promote lifelong learning in coordination with an Educational Information Center and also offers all the standard programs provided by other systems.

New York Public's adult independent learner project served residents of the larger metropolitan areas as well as the City through developing programs, holding workshops, producing audiocassettes, and training staff for 82 branch libraries.

Ramapo-Catskill provided a Mature Job Seekers Network serving people over 40 years of age who seek employment. The system serves as a broker for information from both public and private agencies.

Pioneer provided a Job Information Center services to 12,000 people annually.

Suffolk promoted literacy activities in satellite centers, provided career counseling, and made use of interlibrary loans to meet special rural population research needs.

Upper Hudson's program included literacy volunteers, tutor training and tutorial programs, and special educational advice and resume critiquing in all member libraries.

Westchester served adult learners through an adult education "Hotline," a Job Information Center, the Learning Network, workshops on job hunting, and an educational brokering service.

Task f

Encourage libraries to seek out and serve minority persons.

Accomplishments

The 1980 census identified 4.7 million persons in minority groups in New York State. Data collected by the public library systems as part of the 1981 coordinated outreach program show LSCA projects in New York State serve minority groups both through "umbrella" services which develop central resources to serve multiple needs and through such specific programs as the Langston Hughes Community Library and Cultural Center, which serves the black community of Corona-East Elmhurst, and the Pioneer Library System's Hispanic Outreach project. The Queens Borough Public Library received $110,600 in LSCA funds for the Langston Hughes program.

Thirty LSCA "umbrella" projects for children, adult learners, unemployed persons, people with physical handicaps, educationally and culturally disadvantaged persons, and institutionalized persons, serve minority people within such groups. In addition to convenient locations designed to encourage use of services and programs, easy access is provided by vans and bookmobiles. All library systems with sizeable minority groups report heavy use of outreach services and extensive community networking.

Task g

Increase efforts to reach potential users.

Accomplishments

Four LSCA grants supported efforts to reach populations that traditionally do not use libraries and to demonstrate libraries' value to those people in their lives and work.

Six LSCA grants supported special services to such groups as urban children, the blind, and the geographically isolated.

Each of 55 Job Information Centers, adult learning programs/literacy programs, and other outreach projects funded by LSCA reported new users who were not formerly aware of the available library services or who were unable to use conventional materials and programs. Former LSCA grants enabled the Finger Lakes and Onondaga public library systems to initiate the community-based planning process for public libraries. Among the goals of the process are to identify potential users of libraries, to learn what their needs are, and to

encourage them to use libraries. Experience gained here may be used in other systems to reach potential users.

Pioneer Library System initiated a Books Plus program making available special concept kits for the handicapped and developmentally disabled persons.

Finger Lakes Library System started a newsletter project to increase nonlibrary users' awareness of public libraries and to especially encourage use of libraries in rural areas.

Five library systems used LSCA funds totaling $171,260 to seek out and serve a wider audience through radio, television, and other visual aids.

- Chautauqua-Cattaraugus used FM radio to provide visually handicapped residents access to information in locally printed materials.
- Chemung-Southern Tier developed a comprehensive community video service that focuses on agencies and resource people. This is designed to serve many kinds of community groups, with interests ranging from local history to recreational sports. A two-minute nightly newscast advertised cultural, educational and recreational events. Twenty-two original 30-minute programs and 30 public service announcements were produced this year.
- Ramapo-Catskill extended its Radio Vision to a 20-hour broadcast day through cooperation with National Public Radio and Intouch Radio Reading Service in New York City. This resulted in additional service to blind and physically handicapped persons.
- Mid-York fostered citizen participation through cable TV and programs in schools, encouraging students not attending college to use library resources in lifelong learning.
- The New York Public Library trained blind readers to use new visual aids for wider access to collections.

Objective 2. Improvement of library systems, their resource libraries, and further development of intersystem cooperation, making it possible for libraries of all types to serve their readers more completely, efficiently, and effectively.

Task a

Encourage cooperative programs that enable systems to provide needed resources and services to member libraries.

Accomplishments

State aid supported public library systems and reference and research library resources systems emphasizing cooperative programs and resource sharing. In addition, pilot regional cooperative networks and pilot school library systems organized in 1979 extend these concepts. Programs that illustrate shared resources and provide improved services for a single type of system are:

- Twenty-two grants totaling $4.9 million to public library systems for the further development of 26 central and co-central libraries.
- Twenty-two grants of $40,000 each to public library systems to improve coordinated outreach services to persons who are blind, physically handicapped, aged or confined in institutions.
- Grants of $100,000 to public library systems for library service to inmates of county jails.
- State aid of $192,000 to four libraries on Indian reservations to provide local service and to enable them to join public library systems.
- Twelve school library system pilot projects to demonstrate the benefits of cooperation among school libraries and with other types of libraries.
- Two regional network pilot projects to bring together public library systems, reference and research library resources systems, and school library systems to share resources and to provide improved services not feasible in a single type of system.
- One hundred sixty-one grants totaling $993,902 for coordinated collection development in academic libraries, administered through the reference and research library resources systems.
- Grants of $409,500 to 9 reference and research library resources systems to improve library service to medical personnel in 118 rural hospitals.
- Arrangement with the New York Academy of Medicine to facilitate interlibrary loan to users of all types of libraries.

Task b

Seek additional State funds for support of library systems and to further strengthen the research collections of the major research libraries participating as resource libraries in the NYSILL program.

Accomplishments

During FY 1982, $32.8 million was appropriated in New York State for public library systems including $4.6 million for The New York Public Library Research Libraries and $4.5 million for central libraries. An additional $1.3 million was appropriated for reference and research library resources systems and $413,707 for reimbursement to NYSILL resource libraries for interlibrary loan transactions.

The State Librarian met with the heads of 11 comprehensive research libraries to develop 1983 legislative proposals for aid in conservation/preservation.

In addition, each of the major academic research libraries received grants from a $993,902 collection development program by agreeing to participate in interlibrary loan and in planning regional collection development programs.

Task c

Conduct a systematic review of public library system plans of service to examine current practices, update when appropriate, and suggest options for the future.

Accomplishments

Two library system plans of service (Mohawk Valley and Nioga) were completed. Work went forward on the revision of 10 public library system plans of service in FY 1983: Chautauqua-Cattaraugus, Clinton-Essex-Franklin, Finger Lakes, Four County, Mid-Hudson, Mohawk Valley, Nioga, North Country, Upper Hudson and Westchester.

Extensive time and effort were expended on an amendment to the Mid-York Library System's plan of service affecting central library designation and programs.

Task d

Strengthen regional resource sharing through the reference and research library resources systems.

Accomplishments

A State grant of $155,000 was made to each of the nine reference and research library resources systems.

A State aid program for improved library service to medical personnel in rural hospitals was administered by the nine systems.

Grants to academic libraries for coordinated collection development were processed and recommended for approval by the systems. Nine regional plans for coordinated collection development were developed. The Commissioner's Regulations governing the Coordinated Collection Development Aid program were amended to be consistent with the maintenance-of-effort requirements of other State aid programs.

NYSILL/RML Library Service Coupons for interlibrary loan among medical libraries were distributed by the State Library and the use of the coupons was monitored by the reference and research library resources systems.

The State Archivist proposed legislation for a statewide historical records program entailing cooperation between reference and research library resources systems and the State Archives.

The reference and research library resources systems made plans for cooperation with the State Library in a National Endowment for the Humanities project to create a union list of the library newspaper holdings in the State.

The reference and research system directors met with the State Librarian and other SED staff in four full-day meetings to discuss programs, plans, and problems.

State aid grants totaling $1,055,000 were made to two regional cooperative network pilot projects to further intersystem cooperation in two of the State's nine regions. These pilot projects supported cooperative programs involving two reference and research library resources systems, five public library systems and seven school library systems.

Five additional school library systems received State aid grants of $65,000 each to continue pilot programs of cooperation both among school library media centers and with other types of libraries.

Directors of the 22 public library systems, 9 reference and research library systems and 26 central and cocentral libraries met with the State Librarian and other SED staff to discuss legislation to continue regional intersystem cooperation through automation and other uses of technology.

Task e

Cooperate with public library systems, library educators, and other appropriate groups to assess continuing education needs and carry out recommendations of the Statewide Continuing Education Advisory Committee.

Accomplishments

A 1979 needs assessment, continuously updated by the efforts of the standing Statewide Committee, provided a basis for the work of the continuing library education consultant.

The statewide *Directory of Continuing Library Education Providers in New York State* was updated in 1982 and published in 1983.

A Resource Personal Referral File to aid library systems in developing their continuing education activities has been created.

In February 1982 the Statewide Continuing Library Education Committee was formed. The committee or subcommittees met six times in FY 1983 to identify continuing education priorities, formulate action plans and advise the State Librarian.

The Committee provides a liaison to the New York Library Association Continuing Education Committee, which develops and arranges the CE activities at the Annual NYLA Conference.

The Committee continues monitoring of CE workshops throughout the State and conducts quality workshops to meet the needs of the library profession when such workshops are not available. During FY1983, the

New York State Library offered the following continuing education workshops: Quality Control in Continuing Education Workshop, November 12, 1982; Hands-On Conservation Workshop, December 3, 1982; The *Federal Register* and the *Code of Federal Regulations Seminar*, December 10, 1982; Hands-On Data Base Workshop, January 19, 1983; The Budget Process in New York State, A Seminar, February 10, 1983; Newspaper Microfilming Seminar, April 8, 1983; Business and Economic Statistics, A Seminar, May 12, 1983; and Library Trustee Institute, September 23-24, 1983.

Task f

Strengthen major urban resource libraries as Federal funds become available.

Accomplishments

Major Urban Resource Libraries (MURLS) funding was not activated because the LSCA appropriation did not exceed $60 million nationally. Some $16 million in Title I grants for specific public library services were awarded to libraries which are eligible to participate in the MURLS program.

State aid through Education Law and the Executive budget provided $500,000 for the Schomburg Center for Research in Black Culture, which is part of the Research Libraries of The New York Public Library. Funds were used for specialized staff and materials to further strengthen this unique statewide resource.

Task g

Re-examine the NYSILL program, establish links with RLIN and OCLC and make recommendations.

Accomplishments

The Regents Advisory Council reviewed plans for a major interlibrary loan redesign program to be initiated in FY 1984. Two referral libraries, Brooklyn and Rochester, were dropped from the NYSILL program due to a reduction in funds.

Task h

Test the feasibility of point-to-point interlibrary loan access in two reference and research library systems and test remote use of the State Library's online catalog.

Accomplishments

The NYSILL Point-to-Point program (initiated as a pilot in five systems in 1982) was made available to all NYSILL transmission sites in 1983. This program encourages intersystem interlibrary loan at the regional level through free use of the message capability in the NYSILL Telecommunications Network.

The State Library's online catalog has been made available to several classes of remote users. Selected State agencies were linked directly in 1982. In early 1983, a microcomputer network of 10 regional medical libraries was established to provide direct access to the State Library's catalog. In addition, two reference and research library systems acquired their own microcomputers in 1982-83 and now have direct access to the State Library's catalog.

Task i

Use the services of the NYSILL User Advisory group effectively.

Accomplishments

The NYSILL User Advisory Group met on December 10, 1982. The agenda included a review of the new distribution plan for NYSILL/RML Library Service Coupons which would become effective after January 1, 1983; an update on extended NYSILL delivery service; comments from the committee on the draft of the revised NYSILL manual; and a review of the process the State Library planned to follow in the redesign of the NYSILL Network.

Objective 3. Improved service to the blind and other disabled persons.

Task a

Encourage use of regional library services to the blind and visually handicapped.

Accomplishments

The New York State Library and The New York Public Library provide services to blind and physically handicapped persons throughout New York State. The 22 public systems cooperate with the regional libraries to make their services available to all citizens of the State eligible for these services.

Task b

Strengthen lines of communications between the regional libraries and other libraries, agencies, and patrons.

Accomplishments

The New York State Library for the Blind and Visually Handicapped, one of 58 regional libraries in the Nation, provides books in special media, appropriate playback equipment and other library services to visually

and physically handicapped persons. During 1982-83 the Library for the Blind and Visually Handicapped circulated 311,796 items to 24,435 individuals and to persons served through 488 institutions.

Other services provided by the New York State Library included:

- A quarterly newsletter (in Braille, cassette and large-print editions) sent to 25,000 readers, libraries and other agencies.
- 15,041 messages related to inquiries and services received on a toll-free recording device.

Specialized services provided to public and private schools included consulting to establish service for the visually impaired, arranging for special needs, and responding immediately to school and student requests. To meet the specialized needs of students and educators, two issues of the *School News* were produced and distributed to 507 registered educational institutions. These newsletters were developed to aid school library media specialists serving visually handicapped students.

The assignment of playback equipment and inventory accountability are major responsibilities of the State Library as the Machine Lending Agency. Assisting with these activities are 17 Machine Sublending Agencies. Four field visits were made to further understanding of the State and Federal programs and procedures.

Services provided by The New York Public Library included:

- 349,867 items were circulated to 15,447 readers.
- Training and assistance was offered users in use of Kurzweil Reading Machines and other aids.
- Catalogs of titles in large print were printed in 18 point type to assure independent access by client group.
- Relocation of the braille collection provided increased efficiency; a new brochure/application designed for institutions to provide more effective outreach was prepared for production; an anticipated result is more efficient and rapid registration of institutions.

Task c

Ensure maximum use of the network of libraries having 38 Kurzweil reading machines by assisting libraries in developing programs for their use.

Accomplishments

The New York State Library has cooperated with the 22 public library systems in the Kurzweil Reading Machine Program, which provided each system a minicomputer with an optical scanner (which translates written words to synthetic speech). 1983 program accomplishments included:

- Changed locations of three KRM's to increase use. Locations now include community colleges, the Jewish Guild for the Blind, regional blind associations, and central libraries.
- Installation of improved "voice" in three KRM locations has upgraded service for blind in those areas.

Task d

Maintain a strong collection of special media materials for the blind and visually handicapped.

Accomplishments

A collection of 535,869 special media items was maintained by the New York State Library for the Blind and Visually Handicapped; over 300,000 items were circulated.

The book collection was reorganized, allowing maximum use of shelf space and greater efficiency of retrieval of materials. Deposit collections with 13 of the 17 Machine Sublending Agencies were increased. Additional machine repair programs were established with six telephone pioneer groups and one correctional facility.

Task e

Improve library services to persons with impaired hearing.

Accomplishments

Several library systems have instituted staff sensitivity training for work with persons with hearing impairment. Several have incorporated signing at public meetings and presentations. The State Library cooperated with Saint Mary's School for the Deaf, Buffalo to make information and technical assistance available to librarians. State Library staff has also cooperated with the State Education Department's Office of Vocational Rehabilitation in developing plans for services to hearing-impaired persons through the development of model programs. Some libraries have TDD devices for communication with hearing-impaired persons and with community service agencies serving them.

Objective 4. Improved service to adult learners and others who use or could use the library as a resource for general, cultural or vocational education.

Task a

Provide technical and consultant services to public libraries, emphasizing staff development and continuing library education directed at improving adult services.

Accomplishments

The continuing library education consultant assisted the Four County Library System Consumer Health Information workshop, the Education Information workshops sponsored by the Education Department, and workshops listed under Task 2.e.

Task b

Identify and secure additional sources of funding to assist local libraries to improve and increase services to adult learners.

Accomplishments

Library Development staff cooperated with the State Education Department's Office of Higher Education to strengthen funding for services to adult learners (see 4.d). Seven libraries operated education centers under the Office of Higher Education. A survey conducted in early 1983 demonstrated that the centers are viewed favorably by their clients and have become valuable service agencies in their communities. The service goals of this program coincided with LSCA adult learner objectives.

Two library systems received nearly $18,000 in Adult Learner funds through the Division of Adult and Continuing Education Programs.

Systems sought and obtained small grants from local agencies for promoting adult learning, e.g. Queens literacy volunteers project was the recipient of a $1,500 grant awarded by the Community Development Department of Chase Manhattan Bank.

Task c

Encourage networking between libraries and other cultural and educational institutions and community-based organizations.

Accomplishments

New York State-funded programs illustrating networking of libraries with other institutions and community organizations include:

- Education Information center workshops
- Migrant Education workshops
- Learning Technology Fair

Examples of networking among libraries and community agencies using LSCA funds:

- Mid-Hudson offered training for librarians in Regents External Degree counseling.
- Seven systems worked with Literacy Volunteers of America and additional systems are joining this effort.
- Two systems promoted teaching and learning among adults learning through community networks.
- All public library systems offered information and referral services using resources of local agencies to serve adults and held regular meetings with community agencies.
- Ramapo Catskill established a mature job-seekers network.
- The Westchester and Metropolitan systems worked toward community outreach among counties.

Task d

Strengthen existing EIC pilot programs and assist in evaluation of the program.

Accomplishments

Seven Education Information Centers operate in New York State. Five are in libraries in Brooklyn, Jamestown, Plattsburgh, Hempstead and Harlem. Two are affiliated with library systems in Onondaga and Westchester counties. Major achievements of the programs in FY1983 were noted in: growth and development, training, and evaluation. In addition, it was reported that each site has made significant progress toward forming a network of community agencies. A survey of EIC clients was conducted by Formative Evaluative Research Associates in early 1983. Forty-six percent of the EIC clients who received the survey responded and results indicated EIC's are regarded favorably. Nearly 94 percent stated that they would recommmend the EIC to a friend, and over 65 percent indicated they had used their EIC 3 or more times. EIC's tend to serve adults (over 25) who are unemployed (20 percent) or underemployed (75 percent). Users were interested in information about jobs (36 percent) and college or special training programs (66 percent).

Objective 5. Development of library service to residents of institutions.

Task a

Provide staff assistance and consultant service for the planning and development of institution library programs.

Accomplishments

LSCA funds provide two types of services to institutions. An assistant in library services aids institution administrators, librarians and others through consultant services. Grants are awarded to an institution or to a State agency operating institutions.

Consultant services:

- Assisted State and local institutions through 10 visits and 200 telephone calls.
- Coordinated the program of free photocopying of legal materials with the State Law Librarian; 26,639 photocopies were provided to inmates.
- Continued work with coordinator of library services and librarians in the Department of Correctional Services concerning information and referral services to inmates scheduled for release and advising on improvement of library services.

Grants administration:

- Legislature appropriated $100,000 in 1982-83 for library services in local correctional facilities.
- LSCA grants totaling $33,619 were made to the New York State Department of Correctional Services.

Task b

Provide information on effective institution library services and disseminate information through conferences and workshops.

Accomplishments

Reports from 169 libraries in State facilities resulted in publication of *Institution Libraries Statistics, 1982-83.*

The consultant arranges a yearly workshop for library and administrative personnel of institutions, the New York State Library, and others concerned with institution library service. Several out-of-state libraries sent representatives to the May 19-20, 1983 workshop, "Institution Librarians are People, Too." Lectures and group discussions assisted participants to improve their understanding of the institution environment. Eighty persons attended.

Objective 6. Effective use of technology to improve services and efficiency.

Task a

Develop a statewide bibliographic data base which will include both monographs and serials, and which will build on existing machine-readable data.

Accomplishments

Projects furthering database development objectives in 1983 were:

Monographic Data Bases:

- MILCS project in the New York Metropolitan area continued to add titles of its members to The New York Public Library data base, totaling over 1.9 million titles and over 9 million locations.
- The Finger Lakes project added 127,000 bibliographic records to the OCLC data base bringing the regional data base to over 1.3 million bibliographic records. Participating members of the regional data base are the Finger Lakes, Four County and the Chemung-Southern Tier Library systems.

Serials Data Base:

Seven reference and research library systems participated in union list of serials projects during this period. Regional OCLC conversion projects coordinated by the State Library include Capital District, METRO, North Country, South Central and Rochester Reference and Research library systems. Other regional machine-readable data base projects include Long Island and Western N.Y. Reference and Research library systems. In addition, The New York Public Library has agreed to contribute 83,000 titles to the State data base.

- The New York State union list of serials data base program has resulted in the creation of over 400,000 machine-readable bibliographic and union list holdings records, including a core union list of New York State serials using OCLC. SUNY/OCLC has used this core to establish NYCON (New York State Consolidated Union List of Serials) which includes over 477 participants who have added approximately 350,000 holdings statements.

Task b

Provide libraries of all types, sizes, and location access to all parts of the data base, wherever stored.

Accomplishments

Availability of resources through interlibrary loan was expanded using various machine-readable data bases. The State Library has expanded the access to CMS (Collection Management System) data base, and is now including remote access from selected NYSILL (New York State Interlibrary Loan) sites as an integral part of the interlibrary loan system. Online access is available to the State Legislature, selected State agencies, and SUNY Albany (which also shares its data base with the New York State Library).

Task c

Develop links to all national networks serving libraries in New York State with objective of sharing responsibility for data storage and access.

Accomplishments

The interface between NYSILL and the RML (Re-

gional Medical Libraries) became operational through a microcomputer network among ten RML resource libraries in New York State in 1983. These ten libraries also have remote access to the State Library's online catalog – CMS. A complete computer-generated statistical package for RML activity is being developed and is scheduled to become operational in early 1984.

State Library and RLIN network staff have agreed that the Research Libraries Group will provide "search only" access to the RLIN data base and explore levels of electronic interface. Several meetings were held with SUNY/OCLC concerning the development of an interface between NYSILL and OCLC.

Task d

Seek legislation and funds for a research and engineering study to plan and design the technological component of a coordinated resource sharing and document delivery system.

Accomplishments

The Regents 1983 legislative program requested funding for a study to develop technical requirements for coordinated resource sharing and a document delivery network.

Task e

Seek legislation and funds to set standards and guidelines for and ensure the compatibility of publicly funded automated systems.

Accomplishments

The legislation will be developed based on the results of the study.

Objective 7. Construction and renovation of library facilities to improve service in systems and member public libraries and to provide access for the physically handicapped.

Task a

Seek State aid legislation for library construction, renovation and/or rehabilitation of public library buildings.

Accomplishments

The Regents endorsed legislation to provide State funds for library construction. A bill was passed by the Senate only that would have funded, on a matching or priority basis, library or library system projects that would replace or modify buildings to meet required changes in service and accommodate new technologies, new service programs, the needs of persons with handicapping conditions and requirements for energy conservation.

Task b

Use Federal LSCA Title II and other funds as available to subsidize library construction and renovation.

Accomplishments

Seventy-five final applications were submitted for LSCA Title I grants under P.L.98-8 funding. These proposed projects were reviewed for completeness (working drawings, certification of local matching funds and other supporting information); accessibility by the physically handicapped person; energy conservation measures; construction plan feasibility; starting date readiness; per capita operating support; and LSCA Title II *Program Statement* criteria conformance. Of the 75 applications, 24 applications totaling $4,292,998 in LSCA Title II maximum allowable grants and $6,165,708 in available local matching funds represented approvable construction projects. However, due to the limited allotment to New York State of $2,588,381, only 13 projects could be funded. These projects were drawn from the areas of highest unemployment (in excess of 9.3 percent). Their total local available matching funds of $2,868,929 exceed the Federal requirement of $2,831,177.

Library	Grant	Matching Funds
Saranac Lake Free Library	$159,720	$ 40,000
Rochester Public Library	672,000	260,000
Perry Public Library	38,797	30,000
Arcade Free Library	150,228	46,224
Plattsburgh Public Library	43,875	20,000
Mt. Morris Library Association	78,720	32,270
Fort Plain Free Library	51,008	20,000
Canajoharie Library and Art Gallery	5,120	21,127
Ogdensburg Public Library	152,605	50,000
Onondaga County Public Library, Syracuse	700,000	1,300,000
Mt. Vernon Public Library	347,419	629,625
Ramapo-Catskill Library System, Middletown	87,500	130,000
The New York Public Library, Francis Marten Branch	101,389	289,683

Advisory assistance was given to libraries wishing to apply for private foundation as well as for publicly funded construction grants. Approximately 200 phone consultants and numerous letters were sent in support of libraries applying for revenue sharing and other Federal funds available through municipalities.

Task c

Conduct an annual construction needs assessment within the State.

Accomplishments

The construction needs assessment data voluntarily submitted by most public libraries in the State for the period October 1, 1982 to September 30, 1983 revealed a need for construction or remodeling of 194 buildings at an estimated cost of $108 million. State and Federal funds are required to make existing structures meet present and future needs and to make inadequate facilities meet Federal regulations pertaining to access for the handicapped and energy conservation.

Objective 8. Improved school library media service to students and teachers.

Task a

Foster cooperation between school and public libraries by encouraging school library involvement in pilot project programs.

Accomplishments

An associate in library services provides both consultant information on schools to the staff of Library Development and consultant information on other types of libraries to the Bureau of School Library Media Programs. School libraries are under the Deputy Commissioner for Elementary, Secondary and Continuing Education, and Library Development is under the Deputy Commissioner for Cultural Education.

The liaison consultant monitors three pilot school library systems. In addition he assists two Board of Cooperative Educational Services (BOCES) 1983 shoestring grant programs.

Fifteen ECIA Chapter 2 grants were awarded in FY 1983 to pilot school library systems and "shoestring" grant recipients to promote resource sharing among libraries and to initiate coordinated cooperative collection development between school libraries and local college libraries.

Task b

Seek legislation and funds for conversion of school library system pilots to continuing systems and develop additional pilot systems in other areas.

Accomplishments

While permanent funding was not passed in 1983, legislation was passed to extend the pilot projects for a fifth year of operation. (Permanent funding for the pilot projects and the statewide expansion of school library systems was authorized by Chapter 348, *Laws of 1984*.)

Task c

Strengthen liaison between the Bureau of School Libraries and Library Development.

Accomplishments

The school-public library liaison consultant is paid jointly with LSCA I funds and with ECIA Chapter 2 funds. Approximately half of the consultant's time is spent working in each office. The consultant attends all staff meetings of each unit and reports regularly at each.

Task d

Sponsor school/public library conferences to disseminate information on topics of current interest to library personnel.

Accomplishments

Library partnerships were promoted through participation in numerous conferences, workshops and institutes. One such conference is the annual statewide "Parents As Reading Partners" conference.

The GRASP (Give Rural Adults a Study Program) conference urged public library systems to work with BOCES and the State Education Department's Adult Basic Education Unit.

Programs to improve school library service and school involvement in networking were provided at the annual conference of the New York Library Association. In the absence of a children's consultant, the school liaison works with the regional and local children's and young adult personnel. One meeting a year is held during the year to discuss mutual concerns.

The liaison also disseminates information on notable children's and young adult films, books, filmstrips, and other library resource award winners to school and public librarians.

The annual three-day film program was prepared and presented at the 13th The Humanizing Experience conference presented by the State Education Department. This program reached 600 administrators, librarians and teachers at the conference. The annotated list of

films shown was sent to all public library systems, central or co-central libraries, and the 44 BOCES for consideration for purchase.

A one-day film program at the Department's summer conference, Arts in Education, reached 236 people.

The liaison consultant worked with a Task Force of children's and young adult's librarians to revise and consolidate standards for youth services in public libraries. These standards had not been revised since 1967.

The liaison consultant presented two programs on the librarian's role in encouraging writing through reading at the State conference of the New York State Reading Association. He also served as a resource person for the annual Library Trustee Institute and the Institution Librarians Workshop, both of which are sponsored by the Division of Library Development.

Objective 9. Strengthening of the resources and services of the State Library to assure (a) the highest quality reference and research library service to the Executive, Legislative, and Judicial branches of State government; (b) efficient and effective interlibrary loan, networking, support and specialized library services to libraries and clienteles; and (c) planning, coordination, leadership and State financial participation in the provision of library service to all the people of New York State.

Task a

Use the 4.5 million item State Library collection as a central resource in the statewide network.

Accomplishments

The State Library received and researched 109,491 interlibrary loan requests, filled 41,333 requests and forwarded 42,303 to the contract referral libraries.

Task b.1

Maintain collection and staff strengths at the Library, which will insure timely and effective response to interlibrary loan requests.

Accomplishments

The State Library added 14,667 new monographs, 20,293 serial issues, and 241,792 microform units to the research collections (all were purchased with State funds). The State budget for acquisitions was increased by $302,526 to $1,648,900.

High productivity was maintained through use of technology, management improvement and reallocation of staff.

Task b.2

Improve reference staff quality through updating of skills and knowledge; improve timeliness of response to priority clients; insure that collection development practices are current and followed.

Accomplishments

Nine staff development programs were held relating to the Federal Census, problem patrons, microforms, OCLC dial access, SED training opportunities, and CMS levels I and II. In addition, staff were sent to workshops or conferences on census, Federal documents, grants, patents and medical literature.

Dial-access to OCLC was initiated on the public floor to assist in verifying items and locating materials for interlibrary loan. Acquisitions were monitored closely by an acquisitions committee, and serials additions were strictly limited.

Task b.3

Provide persons incarcerated in New York State with timely and effective access to legal materials necessary to determine their legal rights.

Accomplishments

A total of 3,478 letters from prisoners were answered, and 26,639 pages of photocopied cases or periodicals were provided. The Library is listed in the *Directory of Law Libraries Offering Service to Prisoners*, published by the American Association of Law Libraries.

Task b.4

Increase State resources by microfilming of newspapers on a shared-cost basis.

Accomplishments

Thirty-two grants were awarded to newspaper repositories under the shared-cost retrospective newspaper microfilming program for 1983; 57 newspaper titles were filmed for a total expenditure of approximately $20,000. The value of the films provided to the State Library and local libraries through cost-sharing with local agencies is estimated at $60,000.

Task c

Use new techniques to improve network performance and provide access to information resources (such as computerized data bases) which are too costly or too new to be available as local resources in all areas.

Accomplishments

Access was provided to over 200 computerized data bases; an LSCA-funded statewide project provided 1,095

searches. A phase-down of this program was initiated. Access to computerized data bases has increased to the extent that the LSCA-funded program was no longer deemed critical. A special information service for educators (EPSIS) provided 529 additional searches, developed specialized resource collections and reproduced 1,720 microfiche.

Bibliographic data for 9,082 titles held in State Library and 5,044 titles held by other libraries were added to the CONSER data base, providing holding locations for 14,126 additional titles.

Task d

Maintain a strong collection of special media materials for the blind and visually handicapped.

Accomplishments

A collection of 535,869 special media materials was maintained by the New York State Library for the Blind and Visually Handicapped. Circulation was 311,796 items, and 24,935 new readers were registered.

Task e

Support statewide public information programs designed to increase awareness of library services.

Accomplishments

Nineteen press releases were prepared and distributed to the State and national public and library press. Libraries were represented on the Interagency Task Force on Cultural Tourism of the New York State Department of Commerce.

Eight articles appeared in *Library Hotline* and 12 articles appeared in *Library Journal*.

A statewide meeting of library system public relations personnel was convened in conjunction with the New York Library Association annual conference. Exchange of newsletters, press releases and program information was established.

In conjunction with the New York State Museum and the New York State Archives, an exhibit, "Issues and Images – New Yorkers During the 1930's," traveled across the State and was displayed in five libraries.

A national survey of the follow-up activity related to the 1979 White House Conference was prepared, distributed and compiled for the White House Conference on Libraries and Information Services Follow-up Steering Committee. Copies of the report were distributed nationally.

Task f

Seek State funds for services heavily dependent upon LSCA funds.

Accomplishments

Eleven LSCA-funded positions were left vacant during FY 1983, in an attempt to conserve funds due to uncertainty over the level of LSCA funding. Attempts to replace these funds with State funds were unsuccessful due to State fiscal constraints.

Task g

Provide consultant service and staff assistance for planning and developing library programs within the State.

Accomplishments

The reconstituted Division of Library Development, which includes the Bureau of Regional Library Services and the Bureau of Specialist Library Services, is responsible for library development in New York State. The Division promotes library development and the coordination and improvement of services in 725 public libraries, 31 regional library systems, 158 libraries in institutions, 266 academic and research libraries, 1,278 special libraries, 2 regional cooperative pilot projects, and 5 independent school library system pilot projects. FY1983 LSCA activity included support for the following programs:

- A conference on library planning and legislation for directors of the 31 library systems and their key staff to consider Regents legislation, Central Library programs, and Library Development priorities.
- Continuing work with the Ad Hoc Advisory Group on Central Library Development, appointed to establish a new reporting and accountability system on State aid for central library programs.
- The Sixth Annual Library Trustee Institute, designed to provide new library trustees the opportunity to obtain information about New York State libraries and trusteeship and to meet and share library experiences with other trustees.
- Special consultant and technical assistance services to eight libraries designated to receive funds allocated for Special Legislative Projects.
- Five Continuing Library Education workshops and institutes for librarians and trustees; more than 900 people participated.
- Consultants made 222 visits to public library systems and reference and research library systems in reference to continuing library education, LSCA automation library projects, audiovisual and media service programs, institutional service programs, resource sharing, telecommunications, central library development, outreach programs, work with library trustees and citizens library groups and other special programs.

- Provided liaison consultant to work with the Bureau of School Library Media Programs and provide technical assistance in the administration of intersystem library projects, school library projects and school shoestring grants funded from special legislative appropriations; and to work closely with the evaluation and registration of high school programs.

Task h

Emphasize the review of plans of service and budgets as a means of exercising more current and systematic planning and evaluation.

Accomplishments

Worked closely with 10 public library systems in the full review and revision of their plans of service (see Task 2c); reviewed for approvability amendments to plans of service of all 22 public library systems, covering coordinated outreach services; reviewed second-year plans of the 9 reference and research library systems for their coordinated collection development program; reviewed preliminary plans from the reference and research library systems for participation in the rural hospital library development program; reviewed second-year plans from the 2 public library systems operating medical information pilot projects; reviewed third-year plans of the 2 regional intersystem pilot projects.

Task i

Promote intra-agency and interagency cooperation and coordination in the planning and delivery of library services.

Accomplishments

Staff worked with the Office of Parent Education, the Department's Task Force on Economic Development, the Division of Adult and Continuing Education Programs, the Center for Learning Technologies and the State Museum and State Archives to raise the awareness of libraries as community resource centers. Staff also served on the Department team explaining the Job Training Partnership Act education-related provisions.

LSCA PROGRAM MANAGEMENT

The chief responsibility for the LSCA program and its administration is assigned to the Division of Library Development. The Director of Library Development, the LSCA Program Associate, and the Assistant Commissioner for Libraries met with the 13-member LSCA Advisory Council representing public, school, academic, special and institution libraries. Also represented on the Council are libraries serving handicapped persons, users representing disadvantaged persons and other users of libraries.

The Advisory Council met in November, March and September to review and advise on the State long-range program, the annual program statements for FY 1984, the evaluation and reporting for FY 1982 and FY 1983, and the development of the FY 1983 plan. The November 1982 meeting focused on an evaluation of a group of 12 programs, mostly outreach programs, by 2 teams of Advisory Council members and staff. Several categories of invitational grants were discussed, and the Council recommended that limited-English-speaking-ability programs be a priority for LSCA funds.

On March 3, 1983, the Council met to discuss the anticipated program objectives for FY 1984, review the consolidated program report for FY 1982, hear a report on the progress of the bilingual invitational program and discuss State and Federal legislation.

On September 1, 1983, the Advisory Council discussed the FY 1984 preliminary proposals and further LSCA reauthorization and heard reports on the bilingual project and the microcomputer invitational grant program. A detailed report on the LSCA Title II construction grant program was given by the program assistant who conducted that program. LSCA projects were identified for evaluation at the November 11, 1983 meeting.

Some 5,000 copies of the long-range program *Library Service to the People of New York State* were distributed. Copies of this and the *Annual Program Statements* were mailed to all library systems in June 1982.

During the New York Library Association meeting in Albany in October 1982, a special LSCA meeting was held for all system directors and project administrators. Approximately 100 people who participate in LSCA projects across the State attended the meeting. LSCA policies and procedures were reviewed, and there were reports from project administrators from several special LSCA projects.

GOOD NEWS FOR LIBRARIES IN FINAL NEW YORK CITY 1986 BUDGET

The $32.2 million in new capital and operating funds for The New York Public Library's Branch and Research Libraries included in the final New York City Budget for Fiscal Year 1986, announced in June, marks the largest commitment ever made by the City to the continued growth and future development of the three-borough (Manhattan, Bronx, Staten Island) library system.

The Branch Library System's share of the new funding is $12.3 million. Of this amount, $9.1 million is in new capital funds and approximately $3.2 million is in net new operating funds. These are the largest new capital and operating appropriations in recent years for the 81 neighborhood libraries in The Branch Library System.

The final City Budget also contains nearly $20 million in new capital and operating funds for NYPL's four noncirculating Research Libraries. The largest portion of the new capital monies, $11.2 million, will be used to expand book stacks under the Central Research Library at 42nd Street. These new allocations in the final City Budget are over and above the $51.7 million in base City operating funds for FY 1986 provided for earlier in the City's Executive Budget.

"This unprecedented support from the City, together with the recent $10 million gift from the Vincent Astor Foundation, reflects a surge of concern and confidence from both the public and private sectors in the welfare of the Library and the cause of literacy," said Vartan Gregorian, President of The New York Public Library, in commenting on the new allocations.

Of great importance to NYPL and the City's two other library systems, the Brooklyn Public Library and the Queens Borough Public Library, is the $3.7 million in additional capital funding allocated for the continued development of the Automated Circulation Control System (ACCS). Once installed, ACCS will revolutionize the circulation and management of their combined collections, providing much improved quality of library service throughout the five boroughs.

"This tremendous support from the City will help us better achieve our enormous mandate – to provide quality library services and collections for the people of all ages and occupations who use and depend upon their neighborhood branch library," said Edwin Homgren, director of The Branch Libraries.

Holmgren also expressed his appreciation to the thousands of citizens throughout Manhattan, the Bronx and Staten Island who participated in letter writing campaigns, attended public hearings or otherwise contacted public officials during the budget season to support the Library's funding needs. He noted, however, that during final budget preparations, a PEG (Program to Eliminate the Budget Gap) cut of $385,000 was applied to The Branch Libraries Budget.

Almost half of the nearly $3.2 million in net new operating funds for The Branch Libraries will be used to acquire more books, magazines and other library materials. This will allow the extension to all branches of The Book Express or The Paperback Express, a highly successful experiment that this year provided high-interest best-sellers at selected neighborhood branches. An additional one-third of the balance of operating funds will be used to improve services and hours at the branches. This will provide for hiring some additional staff and also will allow hours to be increased at several branches in each borough.

In addition, approximately $500,000 of the new operating appropriation for The NYPL Branches will be used to prepare for and meet transitional costs of installing ACCS. The remaining operating funds will be used to increase and improve maintenance and operations, including the upgrading of security, furniture and equipment.

The $9.1 million in new capital funding for the branches provides for $480,000 for the design of a new Bronx Borough Center to replace the Fordham Library Center. It also includes $500,000 for interior and exterior renovation of the Countee Cullen Regional Library, 104 West 136th Street. This appropriation for the Countee Cullen branch renovation is in addition to a major $3.4 million capital allocation from the City to finance the development of a new cultural center for the Harlem community. The new center will combine the resources and programs of The Schomburg Center for Research in Black Culture and the Countee Cullen Regional Library.

The City's Capital Budget also includes $4.2 million for NPYL facilities in a new building to be constructed at Lincoln Center. This new space will replace the currently overcrowded Riverside Branch and also will provide improved quarters for the Rodgers and Hammerstein Archive of Recorded Sound, and stack and storage space for the Performing Arts Research Center's collections. The new Riverside Branch will be almost double the present size and fully accessible at street level. This will enable the Library to provide larger collections and improved services for children, senior citizens and the physically disabled, as well as the general public.

The New York State Library is a primary repository for publications pertaining to the history and development of New York State and would appreciate notification from librarians, authors and historical societies of publications available by purchase or gift. Correspondence should be directed to: Humanities Reference Service, New York State Library, Empire State Plaza, Albany, NY 12230

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